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ABSTRACT

This final report describes activities and accomplishments of a 3-year project by the Westchester (New York) Colleges Consortium on Racial Diversity, 10 colleges with a combined student enrollment of 36,000 students, to improve the racial climate on campus through peer-facilitated diversity training for nonfaculty personnel who interact with students. The project included 106 day-long workshops for 1,460 staff members from the colleges. Eighty staff were trained in 3-day train-the-trainer workshops to facilitate these workshops. Evaluations of the workshops by staff and the peer trainers were very positive. Workshops were designed to increase bias awareness, enhance understanding of cultural differences, and develop skills in cross-cultural communication. Diversity workshops organized specifically for public safety and security personnel were also conducted. Pre- and post-assessments of campus racial climate showed that racial prejudice and discrimination exist on the campuses and negatively affect students, and that perception of campus climate was quite different for white students and staff than for students and staff of color. Among the 25 appendices comprising the bulk of this document are meeting minutes, the Consortium mission statement, the workshop workbook and facilitator notes, workshop participant data, campus climate questionnaires, and the five evaluation reports. (DB)

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Westchester Colleges
Project on Racial Diversity

ED 416 808

Westchester Colleges Project on Racism-Free Learning Environments

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Westchester Colleges
Project on Racial Diversity

The Westchester Colleges Project on Creating Racism-Free Learning Environments

The Westchester Colleges Consortium on Racial Diversity, ten colleges with a combined student enrollment of 36,000, has completed a three year FIPSE-funded project to improve the racial climate on campus through peer facilitated diversity training for non-faculty personnel who interact with students. 1460 staff from the ten colleges attended 106 workshops. 70 staff were trained to co-facilitate these day long workshops. Evaluations of the workshops by staff and by the peer trainers were both very positive. Pre- and Post-assessments of campus racial climate were conducted. A Steering Committee, Advisory Council, Project office, Council of Presidents, and Campus-based Teams all contributed to the success of this Project.

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I. PROJECT OVERVIEW

The Westchester Colleges Consortium on Racial Diversity has completed a three-year staff development project to improve the racial climate. This consortium, located in Westchester County just outside New York City, was formed in 1988 to promote cross-cultural awareness and interracial harmony. The ten member colleges are: The College of New Rochelle, Concordia College, Iona College, Manhattanville College, Marymount College, Mercy College, Pace University, Purchase College/SUNY, Sarah Lawrence College, and Westchester Community College. Their combined student population is 36,000 of which 30% has a non-European American culture in their background. A Steering Committee, with representatives from each of the ten colleges and chaired by a college president, meets monthly and guides the work of the Consortium.

In August 1991, the Consortium received a three-year FIPSE grant to address racism in higher education. The overall goal of this project has been to improve the racial climate through diversity training for non-faculty personnel who interact with students: academic support staff, counselors, clerical staff, security staff, etc. Using a peer training model, 1460 professional and support staff have attended 106 day-long diversity workshops with follow- up by campus-based diversity teams.

The Project sponsored three-day train-the-trainer workshops for 80 staff from this target population who became peer facilitators of the workshops. In two-person teams, these staff co-facilitated one-day diversity workshops for 10-20 staff from several of the participating colleges. The workshop was designed to increase bias awareness, enhance understanding of cultural differences, and develop skills in cross-cultural communication. There also were diversity workshops organized specifically for public safety and security personnel, conducted by outside consultants. In Year Three, a faculty pilot project was initiated in order to engage faculty as active participants and supporters of what had come increasingly to be seen as a college-wide effort at institutional change and transformation.

The Project conducted pre- and post-assessments of campus climate at each college. A consortial approach to engaging in work to combat racism was also evaluated and received strong support across the spectrum of participants, from the College Presidents to staff. Both staff facilitators and staff expressed strong support for this peer training workshop model for addressing bias and valuing diversity, both for themselves personally and for their college.

II. PURPOSE

Racism hurts us all, but some much more than others. We generally do not know each other very well across race and culture; we come from a history burdened by distorted notions, stereotypes, and untruths about the experiences and contributions of all cultural and racial groups to the development of this nation. There is much work to be done to become knowledgeable and appreciative of cultural and racial groups different from our own, to become aware of our personal prejudices and incomplete understanding of others, and to develop skills in cross cultural communication and in responding to bias.

The Westchester Colleges Project on Racial Diversity has sought to address these needs, by improving the climate for learning for all students. We recognize that each student interaction contributes to the college experience; a campus climate is considerably more than what transpires in the classroom. Thus, we chose to engage in racial diversity training for staff -- clerical, academic support, and security and public safety -- who interact with students negotiating college life. In part, this choice also was to validate the importance of staff, who are generally left out of professional development initiatives, and their contribution to the college environment. In addition, by using a peer training approach, we could be cost effective.

As this Project progressed, it became increasingly clear how comprehensive, complex, and difficult the effort to create 'racism free learning environments' would be. In Year Three, we conducted a Faculty Pilot Project to explore how we could build on this comprehensive consortial staff initiative to develop an appropriate consortial-based faculty project on racial diversity issues. We needed to bring faculty into the loop if we were to institutionalize this work.

III. BACKGROUND AND ORIGINS

A series of racial incidents in the New York metropolitan area heightened racial tensions in Westchester County, prompting the formation of the Consortium on in 1988. In August 1991, the Consortium received the three-year FIPSE grant.

IV. PROJECT DESCRIPTION

Steering Committee members have had overall responsibility for Project implementation on each campus. The Steering Committee has not developed by-laws or written procedures. The flexible processes of its decision-making practices have likely contributed to its ability to accommodate successfully the vast differences among its members; they are both public and private, religiously affiliated and secular, large (12,000) and small (700).

A 30-member Advisory Council with representatives from different work areas and colleges has met three times yearly and advised the Project overall. Consortium College Presidents have met semi-annually to discuss, review, and approve the Consortium's work. The Project has a full time Project Coordinator and a four-fifths time Project Assistant with an office at one of the Consortium Colleges.

Choosing Peer Facilitators: 80 staff, chosen by their colleges in numbers proportional to their student enrollment, received three days of training to be peer facilitators of the day-long workshop. Qualities for these facilitators included a demonstrated commitment to diversity issues, a high level of respect by their peers, and good oral communication skills. An additional goal was balanced representation among the TAs of the various cultural and racial groups reflected in the student population.

The Diversity Workshop: In the three years of this project, 1460 staff from the ten Consortium Colleges attended one of 106 Diversity Workshops held. Topics addressed in this workshop included demographic changes, ethnoviolence on college campuses, personal experiences with bias, first impressions and stereotypes, understanding different kinds of racism, listening skills and communicating across cultures, organizational/institutional culture and change, responding to bias incidents, and personal action plans.

There have been on-going feedback sessions where TAs could share their experiences in the workshop, get suggestions and support from others and review segments of the workshop and facilitator responses. In addition there have been on-going training opportunities for TAs.

Recruitment and Follow-Up: A Project goal was for staff to volunteer to attend the day long diversity workshops, mainly so they would come with an open mind and have an interest in learning from the experience. The best recruiters have been those who already attended and responded positively. At several colleges, periodic brown bag lunches were held for staff who had been to a workshop where they could share reactions, ask further questions about the topics discussed and report on their personal action plan. Often supervisory personnel were encouraged to volunteer first to attend to a Workshop to set the example for their staff.

Campus-based diversity teams were established at each college and varied in their level of functioning. Their activities included coordinating, monitoring, and encouraging and advising this project. They helped to recruit staff to attend the workshops and later to follow up with those who participated. They organized additional activities for staff and have developed plans for institutionalizing the work of this project after the period of the grant.

Resistance: Resistance by participants in the workshops themselves was surprisingly light, perhaps because those who facilitated were volunteers and not much different from the participants. Staff knew this. The peer facilitators did not represent the college administration or their supervisor; everyone knew they were volunteers. TAs were giving their time for ideas and principles to which they were committed.

Faculty 'Pilot' Project: In Year Three, the Faculty Work Group planned a series of six Faculty Colloquia for the fall of 1994 which were attended by the ten work group members and fourteen other faculty from consortium colleges. Topics for the colloquia were 1) an overview of diversity issues, 2) a case study of a diversity-related faculty-student conflict, 3) student views on diversity issues with students from each of the consortium colleges reporting on student focus groups at their institutions where diversity issues as they relate to faculty were discussed, 4) curriculum issues, 5) white

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and black racial identity development stage theories and their implications for the college classroom and 6) cooperative learning as a pedagogical strategy for the multicultural classroom.

V. EVALUATION

The Project has been evaluated in three broad areas: the effectiveness of the consortial approach, pre- and post-assessments of campus climate and the effectiveness of the workshop experience for TAs and staff. Our consortial approach to addressing racism and other multicultural issues in higher education has been evaluated very positively by those involved, from staff who attended workshops and peer facilitators to the ten college Presidents. Being part of a consortium has assisted in developing support for the Project and its goals at the college level and has contributed to the comfort level of peer facilitators, staff, and faculty in the workshops.

Two general themes emerged from the pre- and post-assessments of campus racial climate. The first was that the problems of racial prejudice and discrimination do exist on our campuses at a level which negatively affect the lives of students and their academic experience. The second was that the perception of the campus climate--the extent to which it is welcoming, tolerant or hostile to various ethnic and racial groups and provides an equal opportunity for all students regardless of cultural or racial background--was quite different for white students and staff from what it was for students and staff of color.

Both staff facilitators and staff have evaluated their experiences with their training and in the workshops very positively; they have expressed support for our peer training workshop model for addressing bias and valuing diversity, both for themselves personally and for their college.

Plans for Continuation and Dissemination: The staff development project unleashed energies and commitments for on-going diversity work. New TAs will be trained in 1995 to join other TAs in facilitating staff diversity workshops for new staff and to work on campus-based team activities. Workshops and 'advanced training' for TAs is continuing. Students from Consortium colleges will be joined by staff and faculty for a weekend retreat in early spring, 1995 on leadership and diversity issues.

Growing out of the successful Faculty Pilot Project, a major consortium initiative for faculty development on diversity issues is in process. Consortium-sponsored faculty planning meetings on project design and college discussions on institutional involvement and commitment are now taking place. With external support, we intend to have a major consortium-wide faculty development effort in place by the 1995-96 academic year.

VI. SUMMARY AND CONCLUSIONS

The value of working as a consortium rather than as a single institution in addressing the sensitive, uncomfortable, complex, and sometime frightening issue of diversity has become crystal clear. Staff generally found it easier to speak openly and to take risks when they were away from their everyday work setting. TAs found it much more comfortable to co-facilitate workshops for staff they did not interact with in their everyday work lives. Faculty in the Pilot Project continually stressed how important it was for faculty to be outside of the political settings of their own institutions in order to speak their minds freely and to admit to difficulties they had interacting with students culturally and racially different from themselves. A consortial arrangement for diversity work is powerful, indeed.

Eliminating racism and other forms of oppression are long term projects. Our goal must be institutional change which means all aspects of our college communities -- students, staff, faculty, administrators -- need to be involved and a part of the transformation which will be both personal and organizational. There must be on-going, informed, and believable public support for this change from all levels of leadership in the institution, particularly from the top. There also needs to be good publicity, communication, opportunity and support for all to dialogue about the goals and strategies for multicultural change.

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FINAL REPORT
on
"Creating a Racism-free Learning Environment"
a Project of the Westchester Colleges Project on Racial Diversity,
funded by the Fund for the Improvement of Postsecondary Education

I. PROJECT OVERVIEW

A Consortium of Ten Colleges Uses Peer Training Model to Improve Racial Climate. The Westchester Colleges Consortium on Racial Diversity has completed a three-year staff development project to improve the racial climate on the campuses of the member institutions. This consortium, located in the New York City suburban County of Westchester, was formed in 1988 to promote cross-cultural awareness and interracial harmony. Of varying sizes and types, the ten member colleges are: The College of New Rochelle, Concordia College, Iona College, Manhattanville College, Marymount College, Mercy College, Pace University, Purchase College/SUNY, Sarah Lawrence College, and Westchester Community College.

In August 1991, the Consortium received a three-year FIPSE grant to address racism in higher education. The overall goal of this project has been to improve the racial climate on the ten college campuses through diversity training for the target population of non-faculty personnel who interact with students: academic support staff, counselors, clerical staff, security staff, etc. Using a peer training model, a total of almost 1500 professional and support staff have attended a day-long Diversity Workshop with follow-up activities offered by campus-based diversity teams.

The Project sponsored three-day train-the-trainer workshops for 70 staff from the target population who became peer facilitators, or Training Associates

(TAs), of the Workshops. In two-person teams, the TAs co-facilitated one-day diversity workshops for 10-20 staff from the participating colleges. The workshop was designed to increase bias awareness, enhance understanding of cultural differences, and develop skills in cross-cultural communication. There also were diversity workshops organized specifically for public safety and security personnel, conducted by outside consultants.

Structures for Implementation. Campus-based Diversity Teams were established at each college and varied in their level of functioning. Their activities included coordinating, monitoring, and encouraging and advising this project. They helped to recruit staff to attend the workshops and later to follow up with those who participated. They organized additional activities for staff and have developed plans for institutionalizing the work of this project after the period of the grant.

A Steering Committee, with representatives from each of the ten colleges and chaired by a college president, has met monthly and guided the work of the Project. A 30-member Advisory Council with representatives from different work areas and colleges met three times yearly and advised the Project overall. Consortium College Presidents have met semi-annually to discuss, review, and approve the Consortium's work.

The Faculty Pilot Project. In the third year and with additional FIPSE support, a Faculty Pilot Project was initiated in order to engage faculty as active participants and supporters of what was becoming increasingly seen as a college-wide effort at institutional change and transformation. A Faculty Work Group developed a series of six Colloquia for a group of 24 faculty, focusing on racially-charged pedagogical/classroom issues either growing out of course content, teacher/student interactions or student interactions. Both Faculty Work Group members and the other faculty participants evaluated the Faculty Pilot Project very positively; they are committed to expanding their faculty development work on racial diversity issues.

Evaluation. There were three areas of evaluation. The first dealt with ***the environment for learning***. There were pre- and post-assessments of campus racial climate undertaken by each of the ten colleges. The pre-assessments were conducted in the fall of 1991 prior to any Diversity Workshop; at a few colleges, faculty also completed questionnaires. Two general findings emerged at each of the campuses. The first was that racial prejudice and discrimination do exist on our campuses at a level which negatively affect the lives of students and their academic experience. The second was that white students and staff found the campus climate to be more welcoming and tolerant than did students of color, particularly African Americans.

The post-assessment of the campus climate was conducted in the spring and summer of 1994, using similar methods. Results indicate that differences in perception between white persons and persons of color on our campuses remained significant, including increasing numbers of white persons who believe too many programs and privileges are available for students of color. Also, staff provided more reports of racial discrimination than in the pre-assessment; this may result from their increased awareness due to their workshop experience rather than changes in the campus climate, itself.

Evaluations of the ***effectiveness of the peer facilitation approach*** to the workshop experience for staff participants and TAs was also undertaken. Third,

the effectiveness of the consortial approach to engaging in diversity work was evaluated. All evaluated their experiences with both training and in the Workshops very positively; they expressed support for the peer training model for addressing bias and valuing diversity, both for themselves personally and for their college. The consortial model approach to addressing racism and other multicultural issues in higher education was evaluated positively by all those involved -- staff who attended workshops, peer facilitators, faculty who participated in the Faculty Pilot Project, Steering Committee and Advisory Council members, and the ten college Presidents. Being part of a consortium has assisted in developing support for diversity work at the college level, has contributed to the comfort level of peer facilitators, and has helped provide a safe environment for staff in the Diversity Workshops and faculty in the Pilot Project to undertake this personally challenging work.

II. PURPOSE

To combat racism. Racism hurts us all, but some much more than others. Statistics on life expectancy, income levels, educational achievement, incarceration rates and other indices all point to persistent societal and institutional discrimination against people of color. We are a divided society, with the majority of us living in homogeneous enclaves. Cornel West writes in Race Matters[1] that 86% of white suburban Americans reside in neighborhoods with less than a 1% Black population. Most Americans do not live together in communities with individuals culturally and racially different from ourselves, and our children do not attend and work together in schools with children from different cultural and racial backgrounds. We generally do not know each other very well across race and culture; we come from a history sadly burdened by distorted notions, stereotypes, and untruths about the experiences and contributions of all cultural and racial groups to the development of this nation. There is much work to be done to become knowledgeable and appreciative of cultural and racial groups different from our own, to become aware of our personal prejudices and incomplete understanding of others, and to develop skills in cross-cultural communication and in responding to bias. The Westchester Colleges Project on Racial Diversity has sought to address these needs.

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[1] West Cornel. Race Matters. Boston: Beacon Press, 1994, p.8.

The Context: Higher Education Today Faces Changing Demographics and Shrinking Economic Opportunities. Higher education institutions are uniquely poised to address concerns surrounding the lack of cross cultural and interracial understanding, in that they draw from broad communities and have relatively heterogeneous populations. The ten consortium colleges have a combined student population of 36,000 of which 30% has a non-European American culture in their background.

Since the Civil Rights movement of the 1960's, there has been an effort to provide more equal access to our colleges and universities for students of non-European American background. During this same period, the percentage of our nation's population of non-European ancestry has risen dramatically and demographic projections are that it will continue to do so, making this question of access even more important.

During this same 30 years we have seen dramatic changes in our economy, making for a lowering of the standard of living for the majority and an increased need for a college degree to enter the middle class. Blue collar jobs in factories, which used to provide a stable middle class income without a college degree, have shrunk dramatically. This places considerable pressure on all young people to attend college which, combined with the effort to improve the chances for those who have previously been denied an equal opportunity, increases both competition and tension among cultural and racial groups. An additional factor contributing to increasing tensions has emerged since the Project began -- shrinking college budgets and downsizing. Where previously programs could be added to accommodate different needs and interests of an increasingly broad range of students, today hard choices have to be made regarding what gets eliminated. In times of fiscal austerity, the needs and rights of students who do not fit comfortably into traditional modes of learning and cultural behavior could easily be sacrificed to more narrowly conceived interests of those from the dominant culture. Further, budget reductions have led to staff eliminations, with fewer personnel being asked to "do more with less", leading to less time and energy for critical staff development activities.

All of these issues and tensions have contributed significantly to an escalation of intergroup tension and hostility on our college campuses nationally. While Westchester County has not yet experienced dramatic racial incidents or violence, we understand well that concerted programmatic, on-going efforts need to be directed toward creating campus environments which will mitigate against individual violent behavior and contribute to a welcoming learning environment for students from all cultural and racial backgrounds.

Improving the Racial Climate for Learning through Staff Development. This project has sought to improve the climate for learning for all students. We recognize that each student interaction contributes to the college experience; a campus climate is considerably more than what transpires in the classroom. How students negotiate admissions, financial aid, advisement, and other student support services as well as life in residential settings all contribute to a student's assessment of the college experience and her or his ability to achieve academically in that setting. Thus, we chose to engage in racial diversity training for staff -- clerical, academic support, and security and public safety -- who interact with students negotiating college life. In part, this choice also was to validate the importance of staff, who are generally left out of professional development initiatives, and their contribution to the college environment. A third reason was pragmatic. At the time this project was initiated, we did not have a clear perspective on how to institute an effective faculty development effort to address racial diversity issues. Wanting to make an impact on our colleges, we chose a group we believed we could engage effectively. In addition by using a peer training approach, our Project could be cost effective.

Racial Diversity Training. Our focus from the beginning has been to keep the struggle against racism at the center of our work. This led to creative on-going tension and dialogue at several junctures in our project, as the need to focus on other forms of oppression, such as sexism or heterosexism, also surfaced.

In our pre- and post-assessments of the campus racial climate we gave respondents the opportunity to describe instances of any type of bias they had experienced or witnessed. We did not want to convey inadvertently a lack of concern for the pain and anger of individuals who have suffered from oppression other than or in addition to racism. At the same time, we focused general questions in each of these surveys on the perceptions of ethnic/racial differences and opportunities.

Similarly, in our day-long Diversity Workshop, participants were invited to draw on any experiences where they felt put down or oppressed because of some aspect of their identity. This sharing brought up a range of issues of oppression in each workshop, based on the experiences of the participants. At the same time, each workshop included specific attention to understanding racism and combatting racism. In fact, in the course of the three-year project, the workshop sections addressing racism were expanded.

The Effect of Downsizing and Inadequate Administrative Support on Receptivity of Staff to Diversity Training Project. The unanticipated budget cuts our colleges have experienced in the course of this three year project have focused primarily on staff and their work assignments. Thus at the same time we were asking staff to take a day away from work life to participate in a diversity workshop, and for the peer trainers (TAs) several days, staff workloads increased dramatically. In some instances, the same college leaders and supervisory staff who were so supportive of diversity initiatives, who were the very individuals inviting and encouraging staff to attend workshops and other activities, were also giving staff more work and deciding which staff would lose their jobs. Thus supporting diversity initiatives in some settings became a sub-issue to economic cutbacks and the increasingly demanding work environments, making support for on-going diversity work more difficult.

For the TAs especially, more time was needed to prepare them than just attending the three day Train-the-Trainer to facilitate workshops. In principle, they were given an additional day before the first workshop they facilitated and a half day for each workshop after that. But in reality the project was an add-on to their other responsibilities. The Project recommended that TAs who facilitated workshops and campus-based team leaders who had responsibility for organizing follow-up activities have these assignments built into work descriptions. In this way full attention could be given to this work, with full college support. We believe that some of the TA attrition and much of the lack of interest in campus-based team work can be attributed to the failure to make these responsibilities an integral and accountable part of individual job descriptions.

Flexible Structures Needed and Additional Time for a Consortial Approach. For a consortial approach to work, it is necessary to have sufficient flexibility in governing structures so the wide range of institutional collegiate structures and cultures can be accommodated. Time lines for Project development and implementation need to take these differences into account. The administrative complexity of coordinating a Project for ten colleges simultaneously needs to be carefully considered and appropriate adjustments made in time lines normally required for a single-institution Project must be adopted.

Difficulties in Institutionalization and the Need to Include Faculty. As this Project progressed, it became increasingly clear -- at the action level -- how comprehensive, complex, and difficult the effort to create 'racism free learning environments' would be. From the beginning, we were asked by all campus constituencies why faculty were not included or were not the primary focus of our work. In the third year, we conducted a Faculty Pilot Project to explore how we could build on this consortial-based staff initiative to initiate a practical consortial-based faculty project on racial diversity issues. Our staff project taught us that racial diversity initiatives had to be holistic and comprehensive, involving all aspects of the colleges, over time, in thoughtful and well-conceived processes, to begin to transform our communities from monocultural into multicultural learning communities. Faculty engagement is essential for the institutionalization of this work.

III. BACKGROUND AND ORIGINS

The Consortium. A series of racial incidents in the New York metropolitan area heightened racial tensions in Westchester County, prompting the formation of the Westchester Colleges Consortium on Racial Diversity in 1988. None of the Consortium colleges had experienced explosive racial incidents, but there was an interest in being proactive. The Consortium's first activity was to sponsor a series of student leadership development activities on diversity issues, followed by subsequent training activities.

In August 1991, the Consortium was awarded this three-year FIPSE grant to address racism in higher education through peer-facilitated workshops on racial diversity issues for professional and support staff who interact with students. The Steering Committee of the Consortium has met monthly to set policy for the project, and its members have had overall responsibility for its implementation on their campus. (See Appendix A for sample of Steering Committee Meeting minutes.) The Steering Committee has not developed by-laws or written procedures beyond a mission statement (See Appendix B) to guide its work. The flexible processes of its decision-making practices have likely contributed to its ability to accommodate successfully to the vast differences among its members; they are both public and private, religiously affiliated and secular, large (12,000) and small (500).

Staff Target Population. When the Project was proposed in the spring of 1991, 1736 professional and support staff were reported to comprise the target population. The project's goal was to reach 90% of this group. Staff turnover, downsizing, and redefinition of the target group have made exact calculations difficult regarding percentage of the target population reached. The initial definition for the target population was staff who interacted on a frequent basis with students. Colleges have defined that differently; for some this has included maintenance personnel; for others it has included Deans and Vice Presidents. Our best judgement is that the target population as defined by each college in December, 1994, is now 1690.

Support for the Project by College Presidents.[2] The ten College Consortium Presidents were given drafts of the initial FIPSE proposal for approval. It was essential that they: a) support the time spent by Steering Committee members coordinating this project at the campus level and representing the college to the Consortium; b) endorse granting release time for facilitators to leave their regular work for three days of training and to facilitate up to five day long diversity workshops; c) support and encourage staff to volunteer to attend the workshop. Personnel officers and administrators supervising staff had to be brought on board so they would assist in recruiting and encouraging staff to participate. While there was always stated public support for the project, the depth of encouragement and recognition for participation in the Project varied enormously from college to college and even from office to office. Educational work on the importance of racial diversity training with administrative staff and personnel officers and perhaps even workshop experiences designed especially for them might have increased their support for the Project. Some colleges decided to include high level administrative personnel in the Diversity Workshop as a way to increase their support for the project and to encourage them to send their staff to the workshops.

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[2] Presidential leadership at three of the ten institutions changed during the course of this Project.

IV. PROJECT DESCRIPTION

Getting Started. A full-time Project Coordinator and a four-fifths time Project Assistant were hired by the Steering Committee to oversee the implementation of the grant. A Project office was established at one of the Consortium Colleges.

Why Use a Peer-Training Model? A peer-training model lends itself to institutionalization in that a core of staff from each college are brought together and receive on-going training that will help them find resources and support to work to make their institutions increasingly multicultural in the years to come. Also, it is economical in that there is not money paid, up front, for professional trainers and consultants for each of the workshops. However, the disadvantage is that the quality of facilitating was quite uneven. Our experience was that the majority of the peer facilitators did excellent work, but a few did not function well, resulting in an uneven experience for staff participants.

Adequately preparing staff to facilitate these workshops has been much more time consuming than anticipated. In addition to the three day training workshop and the days the TAs co-facilitate, TAs also have had to be given a full day for preparation prior to their first facilitation and a half day for each one after that. Since TAs' regular college work was not reassigned to others while they focused on facilitating a diversity workshop, work "piled up", resulting in more to do upon return. Clearly, the passionate commitment to the goals of this Project by the TAs has been key to its success.

Choosing Peer Facilitators/Training Associates. Each college selected staff who would be trained to co-facilitate a day-long Diversity Workshop. The Project stipulated that 80 staff were to be trained as facilitators, half in the first year and half in the second. These facilitators were called Training Associates, or TAs. That number was to be divided proportionally so that larger colleges would have more staff trained and smaller colleges less. The vision early on was that facilitators would include both support staff and professional staff in relatively equal numbers. This was in keeping with a grassroots vision of cultural change from the "bottom up". Other qualities for facilitators included a demonstrated commitment to diversity issues, a high level of respect by their peers, and good oral communication skills. An additional goal was balanced representation among the TAs of the various cultural and racial groups reflected in the student population.

The selection process varied with each college, in the degree of publicity and in the opportunity to nominate oneself or another staff to be a TA. The Steering Committee representative to the Consortium, however, had ultimate responsibility to make the selection. TAs selected for the second year training sequence were recruited from the workshops themselves. Several staff who had stepped forward first to attend were enthusiastic about the project and volunteered. Others heard about the Project as it gathered visibility on campus and there was positive feedback on the workshops.

In the first year, 10 of 46 selected as TAs were support staff. Six of these dropped out either during or after the training, saying they lacked the self confidence and skills to co-facilitate a workshop on such sensitive and controversial topics. In the second year there was only one support staff in a group of 31. The Project had learned how difficult it is for individuals with little prior "leadership" experience and/or with perceived lower "status" within the college culture to feel comfortable facilitating a workshop. In the first year, 11 of 46 TAs were staff of color. In the second year, with a more concerted effort made to encourage staff of color to become TAs, 14 of 31 TAs were persons of color.

Training the Facilitators. ***In our initial year,*** a private consulting firm, Delphi Consulting Group, from White Plains, New York, worked with the Consortium to develop the day-long Diversity Workshop and the Train-the-Trainer process to prepare the staff facilitators to lead it. The Steering Committee members chose Delphi after considering proposals from many consulting groups and interviewing four. Each TA attended three days of a Train-the-Trainer workshop in a group of 12 to 15. The first day was as participants in the day-long Diversity Workshop which they would eventually co-facilitate. For the next two days, TAs worked on facilitation skills and practiced leading segments of the workshop. Subsequently, and throughout the remainder of the Project ***significant on-going TA Training*** has occurred. There have been on-going feedback sessions where TAs could share their experiences in the workshop, get suggestions and support from others and review segments of the workshop and facilitator responses. One such workshop consisted of presentations on Black and White racial identity stage theories as developed by William Cross and Janet Helms, respectively; this included reflections on past personal experiences with individuals who were racially different and how one has understood his or her racial background over time, particularly if this understanding has changed.

A second workshop dealt with increasing TAs' repertoire of facilitator approaches and skills for dealing constructively and creatively with 'resistance' among workshop participants. This included reflecting on successes and challenging moments as facilitators, thinking about times during the workshop when TAs were 'teed off' or their 'button' got pushed and how they both felt and responded. A goal was to increase TA self awareness as facilitators, particularly on the feelings level and then how these feelings were responded to in the facilitator role. In this workshop the TA group also discussed the tension experienced between their role as facilitator and their role as advocate. Strategies were suggested to enable TAs to both feel authentic as individuals, with beliefs and principles committing them to work against racism and to behave appropriately as a facilitator, respecting and seeking to understand others, encouraging them to express their opinions which in some instances might be racist.

A third TA workshop addressed more deeply the meaning of the difference between being white or of color in U.S. society today. TAs were then divided into a white persons' group and a persons of color group. (There were approximately the same number in each group which was a great advantage for this work.) They were to discuss their personal experiences and feelings as either 'white' or 'of color' at our institutions of higher learning and to imagine what it would be like as a member of the other group at our colleges. Reporting on these perceptions made clear how profound the differences are between even white TAs and TAs of color in their views on white people's experiences and people of color's experiences at our colleges. (See Appendix C for sample report on Staff Advanced Training Workshop.)

Exception to the Peer-Training Model: Security and Public Safety Staff. By original design, one exception to the Peer-Training Model existed in this Project. Several consultants told us that security and public safety personnel needed their own workshop, taught by professionals. Their work was too specialized and different from other staff. We accepted this advice, and contracted with the Anti-Defamation League of B'nai B'rith, which had a long record of working with police and public safety groups to develop and lead the workshops. 167 security and public safety staff from Consortium Colleges attended a consultant-led Diversity Workshop. These Workshops were evaluated positively by the participants with over 89% expressing an overall opinion of "good" or "excellent". (See Table 1 below).

TABLE 1

EVALUATION RESULTS FROM THE SECURITY/PUBLIC SAFETY DIVERSITY WORKSHOPS CONDUCTED BY OUTSIDE FACILITATORS

PERCENTAGES BASED ON 129 RETURNED EVALUATIONS

PARTICIPANT EVALUATIONS

Excellent	Good	Fair	Poor
32.5% (42)	57.4% (74)	9.3% (12)	.7% (1)

The Diversity Workshop. The basic orientation for the workshop was that it would be non-confrontational and at a basic level so participants would not "turn off" or feel too uncomfortable with this process. The focus was on new knowledge leading to behavioral change. Topics addressed in this workshop included demographic changes, ethnoviolence on college campuses, personal experiences with bias, first impressions and stereotypes, listening skills and communicating across cultures, organizational/institutional culture and change, and personal action plans. Evaluations of the workshops by the participants were extremely positive as shown in Table 2 below.

TABLE 2

EVALUATION RESULTS FROM THE STAFF DIVERSITY WORKSHOPS CONDUCTED BY PEER FACILITATORS

PERCENTAGES BASED ON 1,163 RETURNED EVALUATIONS

PARTICIPANT EVALUATIONS

Excellent	Good	Fair	Poor
55.6% (647)	38% (442)	5.8% (68)	.5% (6)

After one year of facilitating workshops, a group of TAs, including the

Project Coordinator who was also a TA, felt the workshop was too basic; in one day, the workshop could go deeper and still not alienate participants. As part of the effort at strengthening the Diversity Workshop, ten TAs attended a one-day workshop on combatting racism sponsored by Equity Institute. This informal TA group met several times and developed an "alternative" Diversity Workshop module. The alternative version included more explicit attention to understanding different kinds of racism -- personal, institutional, and cultural -- in our society; it expanded the section on responding to bias incidents, and brought in the notion of multicultural institutional transformation. The alternative version has been evaluated so positively by both TAs who have facilitated it and by staff participants that only this version will be used in our on-going work with staff after the period of the grant. (See Appendix D for a copy of the Alternative Diversity Workshop Workbook and Facilitator's Notes.)

Recruitment, Follow-up, and Recognition. In the three years of this project, 1460 staff or 86% of the target population, from the ten Consortium Colleges attended one of 106 Diversity Workshops held. (See Appendix E for the breakdown by college and by work area, of staff who attended a Diversity Workshop). This is only 4% fewer than our stated and ambitious goal of 90%. There were several strategies developed for promoting the workshop, encouraging staff to volunteer to attend, and honoring staff who did so as a way to get others to follow suit. Generally staff were first informed of the day-long diversity workshop they would be invited to attend when a pre-assessment of the campus climate was conducted at the start of the project. Staff were brought together in groups on most campus, asked to complete an assessment questionnaire on campus climate and told about the upcoming Diversity Workshops which would be facilitated by their peers. Three or four staff from each of four or five colleges attended any given workshop; often this meant taking the day and traveling to another college, which was perceived positively by some and negative by others. An individual at each college was responsible for recruiting staff for the workshops. There is a fine line between encouragement to attend and pressure to attend; initially it was important for the workshop to gain a positive reputation. Care needed to be taken so as not to turn off or polarize at this stage. In addition, the co-facilitators were not professionals in this area; very few had been trained in counseling. Emotional aspects of this work needed to be minimized because facilitators were not likely to have the skills to deal with strong emotional upsets.

A project goal was for staff to volunteer to attend the day long diversity workshops, mainly so they would come with an open mind and have an interest in learning from the experience. The best recruiters have been those who already attended a Workshop and responded positively. At several colleges, periodic brown bag lunches were held for staff who had been to a workshop where they could share reactions, ask further questions about the topics discussed and report on their personal action plans. Administrative personnel were frequently encouraged to attend a Workshop first to set the "example" for their staff.

At each college, the Campus-based Diversity Team assisted with recruitment and follow-up gatherings with staff who had attended a workshop, and organized other activities to further the goals of the project. These groups have generally been composed of the peer trainers (TAs) from the college, the College Steering Committee member to the Consortium, some staff who have attended the workshop and, at some colleges, students and faculty. There also have been announcements in staff newsletters about the workshops with lists of those who have already participated. There have been Presidential receptions and certificates for those who attended a workshop. (See Appendix F.) These acknowledgements have helped to encourage others to sign up for a workshop; their purposes have been not just to honor those who have given a day, but to build support and recognition for the Project campus-wide. At the end of the third academic year of the Project, the consortium mounted in collaboration with PepsiCo, as corporate sponsor, a reception called, a 'Celebration of Achievements and Commitment to On-going Diversity Work', for over 200 individuals from the ten colleges, including the Presidents, TAs, Steering Committee members, and Campus-based team leaders. (See Appendix G for program for that event.)

Resistance. Resistance by participants in the workshops themselves was surprisingly light. In no workshops did the facilitators feel they lost control over the process or that conversations deteriorated into name calling or other overtly hostile exchanges. However, according to TA feedback, in approximately twenty percent of the workshops, initially there were participants who expressed verbally or showed in their body language a definite lack of interest in attending a Diversity Workshop. However, with only a handful of exceptions, by the end of the day all "resistors" expressed appreciation and support for the experience. For example, at one workshop, one participant responded when asked what expectation he had for the workshop that he "hoped to survive it". Yet, at the end of the day, he personally thanked the two facilitators for "opening his eyes".

In some ways, resistance in these workshops might have been reduced because those who facilitated were volunteers and not much different from the participants. Staff knew this. The peer facilitators did not represent the college administration or their supervisor; everyone knew they were volunteers. TAs were giving their time for ideas and principles to which they were committed.

Faculty 'Pilot' Project. In the third year of the staff project, FIPSE provided additional funds to undertake a Faculty Pilot Project. Since the staff development project began, a continuing question from a range of sources has been, "Why are the faculty not the central focus for this Project?". Many expressed strong views that faculty need considerable development to be able to respond effectively to diversity 'issues'. They play pivotal roles in shaping campus climate and assuring the institutionalization of the effort. Faculty need to be brought into the campus structures and activities that have been developed as a result of this Project. Faculty support and involvement is essential if campus climate is to be reshaped.

In the second year of the Project, based on the pressure which was mounting to include faculty, the Steering Committee decided to offer an invitation to two or three selected faculty from each college to attend a Staff Diversity Workshop as participant observers only. Faculty were selected who were already knowledgeable about and committed to diversity; they were asked to consider to what extent the staff workshops could be modified to involve faculty in similar activities. Faculty who had attended a Diversity Workshop met as a group midway through the second year and recommended that a formally constituted Consortium Faculty Group develop an appropriate workshop experience for faculty, perhaps with the help of outside consultants as resources. A Consortium Faculty Coordinating Group, with high level academic officers representing each college, was formed in the third year. (See Appendix H.) This group then chose a Faculty Work Group of ten individuals, faculty who had demonstrated knowledge and commitment to diversity issues, which would develop the faculty 'pilot' experience. Each college provided a stipend for faculty participating in this group.

The Faculty Work Group planned a series of six Faculty Colloquia for the fall of 1994 which were attended by the ten work group members and fourteen other faculty from consortium colleges. (See Appendix I for samples of Minutes of Faculty Work Group Planning Meetings.) The colloquia included 1) an overview of diversity issues; 2) a case study of a diversity-related faculty-student conflict; 3) views on classroom diversity issues from the perspective of students from each of the consortium colleges who reported on student focus groups at their institutions; 4) curriculum issues; 5) white and black racial identity development stage theories and their implications for the college classroom; and 6) cooperative learning as a pedagogical strategy for the multicultural classroom. (See Appendix J for sample report on the Faculty Colloquia.)

The Faculty Pilot Project and the six faculty colloquia were evaluated very positively by both Work Group members and the additional faculty colloquia participants. (Appendix K for copies of the faculty evaluation questionnaires and report.) From the experiences of the Pilot Project, as well as the three-year staff development initiative, have come knowledge, skills, and commitment for a comprehensive and sustained consortium-sponsored faculty development effort on diversity issues.

Organization and Management. Various oversight structures were created to assist in the supervision of the Project. ***The Steering Commitee*** (See I - Structures for Implementation, p.2) provided central leadership throughout the Project. An ***Advisory Council***, mandated as part of the Project, has met three times each year. Its role has been to 'give advice' to the Project Coordinator and Steering Committee. Its members, selected by the Steering Committee, have served as advocates for the Project on their campus and are active in their campus-based teams. Four Advisory Council members are TAs; nine are students; two are Steering Committee members and fifteen are representative of the professional and support staff served by the Project. The Advisory Council has provided invaluable feedback and useful suggestions. (See Appendix L for sample of minutes of an Advisory Council meeting.)

For example, they have reminded the Steering Committee of the importance of on-going publicity about the Project on each of the college campuses. Some staff had been 'invited' to the Diversity workshop and knew virtually nothing about why they were there and the goals of the Project. Advisory Council members have wanted to know about the personal action plans and how they were followed up after the Diversity workshop. Clearly the one-day workshop can only be a small step in our work to provide equity in educational opportunities for students from all cultural backgrounds. The Advisory Council has pushed the Project to see that campus-based teams get active in monitoring what happens to participant personal action plans, that final segment of the workshop where staff commit to some activity to foster diversity on their campus. The Advisory Council has also been interested in knowing about the recruitment process. Members have gotten involved in recruitment on their campuses and have expressed concern about some of the inadequacies of specific colleges' strategies for recruitment.

The formation of ***The Council of Presidents*** was essential to the success of the Project. The Presidents now meet two or three times a year to be updated on the Project and to exchange ideas and develop strategies to strengthen the Project and to increase support for diversity work at their institutions. (See Appendix M for sample of minutes from a Presidents Council meeting.) Demonstrating their interest in and commitment to the Project, the Presidents scheduled their own half-day workshop, conducted by consultants from the Delphi Consulting Group, which had developed the original workshop for staff, at which they received an abbreviated version of that workshop!

At the end of the three-year FIPSE grant, the Council of Presidents agreed to fund a consortium office with a full-time coordinator and administrative assistant from institutional funds, dividing the $86,000 cost proportionally based on the number of full-time equivalent undergraduate day students at each of the Consortium Colleges. This office continues to coordinate and support activities of the campus-based teams and to organize Diversity Workshops for new staff or the few who have yet to attend; it also develops new projects to be sponsored by the consortium such as conflict resolution training or student leadership institutes, as well as continue to work with faculty on diversity issues. External funding will be sought for some of these initiatives. (See Appendix N for copy of the Project Office budget and work plan for 1994-1995.)

V. EVALUATION/PROJECT RESULTS

The Project has been evaluated in three broad evaluation areas by the Consortium and, overall, by an outside evaluator.

Assessing Campus Climate. For the pre-assessment all ten Consortium colleges sought student opinion on campus racial climate through survey questionnaires. In addition, nine of the colleges asked staff for their opinions through a questionnaire on campus racial climate both for students and for themselves. Four colleges asked faculty for their opinions. These questionnaires were based on the work of the National Institute Against Prejudice and Violence at the University of Maryland in Baltimore County. (See Appendix O for copies of all three pre-assessment questionnaires and sample reports). Reports specific to the unique character of each of the ten colleges were prepared for use within each campus.

Two general themes stood out in the data generated by the student surveys. The first was that problems of racial prejudice and discrimination exist on Consortium colleges at a level which negatively affects the lives of students and their academic experience. The second was that the perception of the campus climate -- the extent to which it is welcoming, tolerant or hostile to various ethnic and racial groups and provides an equal opportunity for all students regardless of cultural or racial background -- was quite different for white students, from what it was for students of color. Also the largest difference was most frequently between white students and Black/African American students. To a much greater extent than for students of color (especially for Black/African Americans), white students believed there were fewer incidents of discrimination, the campus climate was more tolerant and welcoming, and an equal opportunity for education existed for all.

Outside researchers conducted student focus groups on campus climate issues at six consortium colleges prior to developing the post-questionnaire. Some questions in the post-assessment were the same as in the pre-assessment questionnaire so there would be comparative data; however, we hoped to include additional questions which would be campus specific in order to gain a richer understanding of the campus climate at each institution. The researchers found a great similarity in the issues expressed by students, regardless of the type of institution attended. Thus, we were able to use the same questionnaire for students at each of the consortium colleges. There were also post-assessment questionnaires for staff and for faculty (See Appendix P for copies of the student, staff, and faculty post-assessment questionnaires).

There is evidence that the evaluation process ***itself*** led to serendipitous and desirable outcomes. For example, at one college, a student focus group organized to discuss campus climate issues as a preliminary step in the development of questions for the post-assessment campus climate student questionnaire, ultimately resulted in a student group which protested the college's lack of diversity in the faculty and in the curriculum. As a result, a Presidential Task Force was created which led to a report outlining steps for transforming the college from a monocultural into a multicultural institution; TAs and other staff involved in this Project were instrumental in shaping this effort.

✓ Results indicate that students of color feel discrimination is still a problem at their college and a growing number of white students believe there is an unfairness toward them and that special privileges for students of color have been provided. Efforts to provide equity and fairness for groups previously underrepresented are meeting resistance among white peers; there is a potential for white 'backlash'. Also, there has been a slight increase in reporting by staff of biased behavior and incidents -- jokes, harassment, put downs, etc. which may be the result of increased awareness rather than an actual change and deterioration of the climate. By making it 'safe' to ask questions and discuss racial issues on campus, this Project has enabled staff to speak out in situations where they perceived unfairness or bias. (See Appendix Q for sample copies of college reports on the student and staff questionnaires and a report to the Consortium on the post-assessment campus climate student surveys by an outside assessment consultant.)

Another intention of the Project was to improve campus climate in a manner which would positively affect the retention of students of color. Appendix R contains data which documents the cohort retention of students of color during the three years of this Project; given the complexity of factors which contribute to attrition of students, it is not possible to attribute cause for improvements in ✓ retention solely to this Project. Factors which are far beyond the scope of this Project -- e.g. the economy, escalating tuition costs, state elimination of programs for the educationally disadvantaged, or the social/political environment -- have a profound effect on the retention of students of color.

Another goal for the assessments of campus climate has been to enable each consortium college to initiate dialogue about the climate for learning for different groups of students at their institution. By establishing an initial benchmark with the pre-assessment of campus climate in the fall of 1991 and then reassessing campus climate two and half years later, we had hoped to show ✓ meaningful or positive "improvement". However, this has not been the case. Yet, there is evidence that the Project has given "permission" for the topics of race, race relations and racism to enter the institutional discussions -- at all levels.

What we have learned is that the climate for learning at our colleges is extremely complex. It is affected by many forces, internal and external, economic, social, and political, from the Los Angeles uprising after the acquittal in the Rodney King case to New York and national Republican political victories and deep budget cuts. Through this Project and our assessments of campus climate, we have legitimated dialogue about the climate for learning for students and the need to understand the learning environment as it impacts on the academic life of students from all social and cultural groups. As we expand our work to faculty and continue to work with students and staff we will continue to develop and improve our approaches to understanding campus climate and its effect on student learning.

The Effectiveness of the Workshop Experience for TAs. In January, 1994, a questionnaire was distributed to all TAs (62) who were still employed at a consortium college. TAs were asked to evaluate: a) the quality of their training to co-facilitate the diversity workshop; b) the value of the facilitating experience for them; c) the effect of the project overall on them personally and for their work at the college; and d) the value of working on this Project as a consortium of ten colleges rather than as a single institution.

Fifty-seven (57) TAs -- more than 66% of them female, 80% professional staff, and 40% staff of color -- responded. More than three quarters had facilitated at least one workshop. In general the TA responses were very supportive of the Project. They felt both they and their colleges benefitted from this experience and our consortial approach was a definite advantage. Their responses on the ways in which participating in this Project as a TA were helpful to them personally are reported below in Table 3.

TABLE 3
THE EXTENT THE WORKSHOP WAS PERSONALLY BENEFICIAL

Made more sensitive	42	73%
Gained facilitation skills	41	72%
Understand needed behavior changes	38	66%
Increased awareness of cultural/racial differences	38	66%
Made connection between diversity & work	36	63%
Learned to confront biased behavior	35	61%
Enhanced communication skills	33	58%
Increased self confidence	30	52%
Increased knowledge of different cultures	28	49%

Their responses on changes in their work climate in the last year and a half as it relates to diversity are reported below in Table 4. Almost 60% reported some measure of improvement in the campus work climate.

TABLE 4

CHANGES IN CAMPUS WORK CLIMATE

YES	14	24%
SOMEWHAT	19	33%
NO	22	39%

(For a copy of the TA questionnaire and evaluation report on the effectiveness of the workshop experience for TAs, see Appendix S).

The Effectiveness of the Workshop Experience for Staff. In January 1994, a questionnaire was distributed to a stratified random sample of staff who had attended a Diversity Workshop. The questionnaire addressed the effectiveness of the workshop experience for staff personally and for their colleges. 177 (14% of 1200 who had attended a workshop by that date) received questionnaires; 165 (93%) responded. Over three quarters reported the workshops to have been personally beneficial. Responses are reported below in Table 5.

TABLE 5

THE EXTENT THE WORKSHOP WAS PERSONALLY BENEFICIAL

Beneficial	125	76%
Not beneficial	24	14%
Did not respond	16	6%

The ways in which the workshop was helpful to them in work settings are reported below in Table 6. The Table shows that approximately one-third of the respondents substantially increased their work-related skills in cross-cultural communication and understanding.

TABLE 6

IN WHAT WAYS WAS IT HELPFUL TO YOU

Made more sensitive to cultural/racial differences	63	38%
Recognize importance between cultural diversity and work	57	34%
Helped me understand behavior changes	53	32%
Learned how to confront bias behavior	51	31%
Increased knowledge of different cultures	51	31%
Recognize issues that specifically applied to me	39	24%

(For a copy of the staff questionnaire and evaluation report on the effectiveness of the workshop experience for staff, see Appendix T).

The Value of a Consortial Approach. During the last year of the Project, a random sample of staff, all TAs, the Consortium-wide Advisory Council members, Steering Committee members, and the College Presidents were all asked to assess the advantages and disadvantages of working on racial, anti-bias and multicultural issues as a consortium of colleges.

Perhaps the strongest positive theme to emerge from their responses was the consortium's value in providing environments removed from campus "politics" and pressures which could make discussions of racism and diversity easier, safer, and gain more legitimacy. What follows are sample responses. One President wrote: "I believe that the climate has been changed at our college. The process of change has been easier because staff felt as if they were involved in a county-wide effort, not a college problem". Two comments from Steering Committee members are as follows: "When our staff members, students, and faculty have attended numerous workshops with representatives from other colleges..there is recognition that racism isn't just a one-college issue; it's a societal problem that only combined efforts can combat. The consortial approach makes that abundantly clear". "It is a definite economic advantage for small school. We could not possibly accomplish alone what is done as a consortium". An Advisory Council member reported:" The consortial approach gave clout to the Project. It also created an air of healthy competition among the schools and made us want to be very successful with the Project".

On the negative side, one President commented," the administration is more difficult since one must deal with different cultures, resources, and senses of priority. In this case, however, the problems were really held to a minimum". An Advisory Council member remarked, "Under the consortial approach, workshops could not be designed to address particular discrimination problems at an institution".

In aggregate it is clear that participants believe in the value of the consortial approach to this work. The confederation of colleagues struggling with similar issues, the existence of inter-institutional support and competition, and the sense of involvement in the "larger effort" heightens motivation and commitment. It alone gives power in the face of seeming insurmountable odds. (For the Project report on the Value of a Consortial Approach, see Appendix U).

Outside Evaluator's Reports. Each year, this project has been evaluated by an outside evaluator. Focus group discussions of TAs and staff have taken place; the outside evaluator has met with the Steering Committee, Advisory Council members, Campus-based Team leaders and representatives and the Council of Presidents. She has alerted us to difficulties in institutionalization and to the need for on-going programs and activities for staff and other college groups. She has been extremely positive in her assessment of the workshop experience for staff who attended and TAs who facilitated. (See Appendix V for the Final Report of the Outside Evaluator.)

Plans for Continuation. The Staff Development Project of the Westchester Colleges Consortium on Racial Diversity has unleashed energies and commitments for on-going diversity work. New TAs will be trained in 1995 to join other TAs in facilitating staff diversity workshops for new staff and to work on campus-based team activities. Workshops and 'advanced training' for TAs is continuing. Students from Consortium colleges will be joined by staff and faculty for a weekend retreat in early spring, 1995 on leadership and diversity issues.

Growing out of the successful Faculty Pilot Project, a major consortium initiative for faculty development on diversity issues is in process. Consortium sponsored faculty planning meetings on project design and college discussions on institutional involvement and commitment are now taking place. With the assistance of external support, we intend to have a major consortium-wide faculty development effort in place by the 1995-96 academic year.

Dissemination. In June, 1994, two Steering Committee members and the Project Coordinator organized a session, which was well attended, entitled, "College Consortium Uses Peer Training Model to Improve Racial Climate: A Case

Study", at the Seventh Annual Conference on Race and Ethnicity in Higher Education in Atlanta, Georgia. Also, the Project Coordinator and the Outside Evaluator for the Staff Development Project are preparing a series of articles on the Staff Project for higher education journals. In addition, they are planning a weekend course and conference on consortial approaches to diversity work at Columbia Teachers College in New York City in the fall of 1995. The Project Coordinator and members of the Steering Committee continue to communicate and meet with groups attempting similar efforts. For example, a spring 1995 meeting is planned with a group of colleges on Long Island who call themselves the Long Island F.R.E.E.D. Group.

VI. SUMMARY AND CONCLUSIONS

The value of working as a consortium rather than as a single institution in addressing the sensitive, uncomfortable, complex, and sometime frightening issue of diversity has become crystal clear. Staff generally found it "easy" to speak openly and to take risks when they were away from their everyday work setting. TAs found it much more comfortable to co-facilitate workshops for staff they did not interact with in their everyday work lives. (In fact most TAs said they would not lead Diversity Workshops for their own staff). Faculty in the Pilot Project continually stressed how important it was for faculty to be outside of the political settings of their own institutions in order to speak their minds freely and to admit to difficulties they had interacting with students culturally and racially different from themselves. A consortial arrangement for diversity work is powerful, indeed.

We have long known that eliminating racism and other forms of oppression are long term projects. Any effort, no matter how intense and comprehensive, can only move us a bit farther along the path away from hostility, through tolerance, toward appreciation and collaborative efforts to eliminate the invisible systems of injustice that are so deeply imbedded in our history and in our institutions. The dialogues, discussions and debates about racism have been initiated at all Consortium colleges. This does not mean tensions or conflicts have decreased; yet, a climate which makes the sensitive and contentious discussion of racism possible and, in fact, encourages it, is a necessary developmental step.

Our goal is to nurture institutional change. Students, staff, faculty, and administrators alike -- need to be involved and become a part of the transformation which will be both personal and organizational. There must be on-going, informed, and believable public support for this change from all levels of leadership in the institution, from the college executive to the grass-roots. But the real work, the real possibilities for significant institutional change -- as this Project and the Faculty Pilot Project reveal -- reside in the individuals, themselves. There the capacity for change exists; from there change will occur.

Westchester Colleges
Project on Racial Diversity

Appendix A

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STEERING COMMITTEE MEETING
MINUTES
FRIDAY, MAY 27, 1994
WESTCHESTER COMMUNITY COLLEGE
HARTFORD HALL
8:30 AM

PRESENT:

Sr. Dorothy Ann Kelly	**College of New Rochelle**
Don Ross	**Concordia College**
Michael Christy	**Iona College**
Sr. Barbara Becker	**Marymount College**
Rosemarie Murray	**Mercy College**
Margaret Gotti	**Pace University**
Ron Herron	**Purchase College**
Julius Ford	**Westchester Community College**
Lois Bronz	**Westchester Martin Luther King, Jr. Institute**
Barbara Barnes	**Project Coordinator**
Cathryn Lavery	**Project Assistant**

ABSENT OR EXCUSED:

Carol Tirado	**Manhattanville College**
Robert Cameron	**Sarah Lawrence College**

I. REPORT ON THE FIPSE PROJECT

A. Update on Post Assessment Student Survey

Barbara gave an update on the Student Opinion Survey. Seven schools have had their quantitative data scanned, but the reports have not yet been printed or duplicated. Four schools were given their qualitative data, printed out from the Project Office.

B. Staff Survey

Two copies of the Staff Opinion Survey on Campus Climate were distributed to each Steering Committee member. (Since then a model cover letter to staff being asked to complete the questionnaire has been faxed to each Steering Committee member.) Barbara mentioned that she is still missing numbers of staff in the target population from some schools and to please give these numbers to the Project Office as soon as possible. Colleges with less than 100 in the target group should try to survey all staff. The percent surveyed can decrease as the total pool becomes larger, but we want to ensure at least a 25% return rate on staff

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surveys from the larger schools. Barbara emphasized that the colleges may determine their own selection process within the norm of finding a representative sample which includes staff who have not yet attended a workshop.

Answer sheets are available through the Project Office: just let Cathy know the additional number needed. A reminder: each answer sheet must be coded with a questionnaire, just as the Student Survey was done.

C. Security and Faculty Surveys

Steering Committee Members were reminded to return the Security Surveys as soon as possible, if they haven't done so already.

Barbara reported that only two colleges: the College of New Rochelle and Westchester Community College have decided to participate in the Faculty Opinion Survey on Campus Climate at this time. However, it was noted that at the Presidents' Meeting a faculty survey for the this fall was discussed as a possibility in conjunction with on going work with faculty in this area.

D. Summer Diversity Workshops

Steering Committee members were reminded that there are two Diversity Workshops scheduled for June: June 9th and June 14th. We need participants for both. Please contact the Office before June 3rd so that it can be determined if the workshops should run or not. There is another workshop scheduled for July 6th.

E. The Faculty Project

The Faculty Work Group has met 7 times; 2 of these meetings were with outside consultants; they were very beneficial. Barbara stated the Faculty Work Group members report they are getting a lot out of this experience and want what they are learning to 'reverberate' back to their own campuses. Four members of the faculty Work Group along with Barbara will be attending the National Conference on Race and Ethnicity in Higher Education in Atlanta, GA., the first week of June. Members will be attending two day-long seminars on faculty development and curriculum transformation. On June 10th, another Faculty Work Group meeting will take place so members who attended the conference can de-brief other work group members.

For the Fall '94, Barbara reported the Faculty Work Group has scheduled six sessions, called 'Colloquia', each with a set format. At first it was decided that different faculty would be invited to join the Faculty Work Group for each session. This would broaden awareness and hopefully support for the project. However, one of the consultants for the Faculty Work Group, Dr.

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William Cross of Cornell University, suggested that each Work Group member bring in one or two members of faculty who would participate in all six colloquia scheduled. Barbara reported that the Faculty Work Group wanted a stipend of $50.00 per session for each of the outside faculty who attended the six colloquia. Sr. Dorothy Ann stated she had spoken to Dr. Ewers about this and they both agreed it would not be feasible in the long run to pay faculty to participate in each faculty development activity dealing with diversity; and, if it is impossible to get a commitment from faculty for participation in diversity-related faculty development without a stipend, then the Project is in trouble and we need to recognize this. The stipend for the members of the Work Group is different as they are putting considerable time into planning. It was decided that Sr Dorothy Ann and President Ewers would speak again and work out an appropriate manner of communicating with Work Group members.

After some discussion, it was decided that after their June 10th meeting it would be appropriate for Faculty Work Group members to report back to members of their campuses on the progress of the Work Group and give an overview of what the Fall Colloquia will entail.

Regarding the Faculty Coordinating Group, it was recommended that they meet, probably together with the Work Group in late summer or very early fall.

F. The Atlanta Conference

Margaret Gotti, Julius Ford and Barbara will be reporting on our Project at the National Conference of Race & Ethnicity in Higher Education.

G. Miscellaneous

The TAs have a meeting scheduled for June 13th at Mercy College and Don Kao, a consultant on diversity work from New York City, will conduct a two hour session; also 'diversity' games will be brought to share with TAs; and there will be discussion of on-going activities for TAs, such as their working with campus-based teams in the future, and their suggestions for on-going consortium sponsored activities or projects.

A follow-up meeting for those who participated in the Mediation Project has been tentatively scheduled for June 15th. However, due to other functions scheduled for that day, that date will be changed.

II. REPORT OF THE PRESIDENTS' MEETING

Sr. Dorothy Ann stated the Presidents enthusiastically support a Project Office for the 1994-95 academic year. The

Presidents felt comfortable with the money their institution was committing to the Project.

Sr. Dorothy Ann also mentioned Sarah Lawrence College has decided not to participate next year in funding the Project Office. However, it wishes to remain a member of the Consortium. Bob Cameron discussed with Ron Herron that if Sarah Lawrence decided to participate in any scheduled activities they would pay the appropriate fee for themselves as well as an overhead.

Mike Christy, Ron Herron and Sr. Dorothy Ann had held a prior discussion on how the costs for the Project Office might be divided by the colleges. Mike used the Undergraduate Enrollment Model based on the institutions' FT/PT figures to calculate the % of the total cost to be allocated to each college. This distribution was passed out by Sr. Dorothy Ann. Alternative methods were discussed for dividing the costs equitably; for example, the group could use the NASPA dues structure as a model. However, the Presidents wanted to 'keep it simple' and to prevent the smaller schools from being negatively affected, so the original proposal was agreed upon.

Sr. Barbara Becker mentioned that this model for equitably dividing costs was remarkable and should be communicated to others. The Steering Committee approved the terms of the budget distribution.

Ron Herron said that the Research Foundation of SUNY will remain "banker" for the Project and President Lacy said it was o.k. for the Project Office to remain at Purchase. Decisions have not been finalized on how the billing process will occur. Mike Christy suggested perhaps the colleges pay 60% of the funds allocated in August and the other 40% in January. This suggestion will be reviewed at a later meeting.

III. BUDGET AND FUNCTION OF PROJECT OFFICE FOR 1994-95

In reviewing the Proposed Budget Barbara Barnes submitted to Steering Committee members, there was discussion of where funds should be moved to, with respect to unallocated funds and miscellaneous categories. The Steering Committee agreed to discuss this in-depth in an executive session.

Mike Christy stressed the importance of developing Presidential interest to help increase the momentum and participation in this work, and to shift the campus-based teams into other areas dealing with multicultural issues. Julius Ford concurred that campus-based teams need to find a new focus and level of participation, and by dealing with staff, students, and now faculty, a campus ecology has emerged which should contribute to creating a more multicultural environment -- "But we have just scratched the surface", he remarked.

The Steering Committee decided it needs to review its role and responsibilities for the next year given the changes that are occurring with the Faculty Project and with internal funding . Also, ideas need to be developed for fund raising, for developing proposals, and for determining specific projects and goals for the Project Office. It was decided these would be the foci for the next Steering Committee meeting. The Presidents are also likely to take a more involved role in the Consortium now that there is internal funding.

IV. OTHER ITEMS

Lois Bronz told the Steering Committe that the Westchester Martin Luther King, Jr. Institute has moved its office to the Manhattanville College campus in Purchase and that it is currently developing a leadership course in multicultural issues for students.

The next Steering Committee meeting:

AGENDA PRIORITIES FOR PROJECT OFFICE FOR 1994-95
Thursday, June 21st 1:00 pm - 3:00 pm
Westchester Community College, Hartford Hall
A light lunch will be available

At 10:20 a.m., the Steering Committee went into executive session.

Appendix B

MISSION STATEMENT

The Racial Diversity Project of the Colleges of Westchester County is a collaborative effort which seeks to eliminate racism from our college campuses. Recognizing the tension which arises from increased diversity on our campuses, we are committed to using that tension creatively and productively by:

- supporting campus-based and campus-defined efforts which combat racism, increase understanding of the dynamics of human diversity and celebrate the value of pluralism (by seeking, providing and coordinating resources -- programmatic, fiscal and human);
- assisting constituents institutions to design strategies to prevent and respond to any racially motivated conflict; and,
- providing forums for the exploration of shared problems and solutions.

OBJECTIVES

1. Continue the process of campus team building.
2. Establish clearing house for materials and aids (print and non-print) to help teams.
3. Pursue the idea of a scholar-in-resident for fall 1990.
4. Plan and implement an annual conference.
5. Undertake new training initiatives with particular groups (secretaries, security officers).

Westchester Colleges
Project on Racial Diversity

Appendix C

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TA ADVANCED TRAINING WORKSHOP
MONDAY, JUNE 13, 1994
12:30 - 4:30 PM
MERCY COLLEGE
MINUTES

PRESENT:

Carol Buckingham	**College of New Rochelle**
Doris Jackson	**College of New Rochelle**
Delwin Gaines	**Manhattanville College**
Kelly Bristol	**Marymount College**
Vonya Dyers	**Mercy College**
Rosa Ament	**Pace University**
Alba Shane	**Pace University**
Cindy Long-Porter	**Purchase College**
Barbara Maddox	**Sarah Lawrence College**
Fred Hamilton	**Sarah Lawrence College**
Joyce Belton Lightner	**Westchester Community College**
Marcy Berlin	**Westchester Community College**
Margie Coles	**Westchester Community College**
Susan Currie	**Westchester Community College**
Angela LaMarca	**Westchester Community College**
Gwen Roundtree	**Westchester Community College**
Barbara Barnes	**Project Coordinator**

I. REPORT ON THE WORKSHOP

Don Kao, Director of Project Reach, a teen multi-service center in Chinatown in New York City, which does conflict resolution work with youth gangs as well as diversity work, facilitated a stimulating challenging, thoughtful and, to me, very valuable three hour session with a group of 17 TAs. I am including a copy of his notes for the workshop, which he gave us upon request at the end of the workshop, rather than my own step-by-step summary.

We addressed racism in a more direct and in-depth fashion than we have done before. I believe the combination of his skill as a facilitator and our own experiences with this work over the last two years made the workshop powerful and successful. My own opinion is that before any of us tries to do as a facilitator what Don Kao did in our workshop, we should talk it out and practice. Would any of you like another meeting to focus on this? I am interested in continuing our development in this area. Please let me know your thoughts.

The activities of this workshop brought our anti-racist work to a new, a deeper 'level' and would be valuable on our campuses

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and with our staff. Our group was equally mixed between persons of color and white persons and this added to the strength of the experience in my opinion. I've written to Don and asked him about possibilities and variations on these activities if the participant group is almost all white. I think it would make a significant difference and, unfortunately, that seems to be the composition of many, but not all, of the staff groups at our colleges. I'll keep you informed.

II. ON-GOING WORK WITH STAFF AND CAMPUS-BASED TEAMS

The Project Office will continue for the 1994-95 academic year. In the fall, we will be completing the FIPSE Project, including evaluations and the post assessment of the campus climate. There is also a pilot Faculty Project which will be sponsoring six faculty colloquia in the fall as part of this final year of our FIPSE Project.

We all know that our efforts to provide a welcoming and support climate and a rich and equitable academic and personal experience for students from all ethnic and racial backgrounds will be on-going for many years. I hope you will be involved with activities for staff through your campus-based teams, using the results of the post assessment of the campus climate at your college to help develop programs and activities.

Also please think of additional ways the Project office can support your work. Tell your Steering Committee member or call me. I think it could be helpful for TAs to continue to get together periodically for sharing and for on-going training for ourselves. Let us know your ideas.

III. RESOURCES FROM THE PROJECT OFFICE

I distributed copies of a game "Diversity Bingo", so that each college would have two copies. Please look it over and call me if you have questions. This game could be used at a brown bag lunch with staff to stimulate on-going discussion of diversity issues.

I have also received the game "Collidascope", developed by Maura Cullen. Some of you may have it on your campus. If you would like to borrow it to investigate using it with staff, please let me know.

I am also ordering a videotape, "Ethnic Notions", which was highly recommended by individuals at a conference I recently attended in Atlanta, Georgia, on Race and Ethnicity in Higher Education. This film is almost an hour long which is unfortunate; it focuses on the experiences of racial and ethnic 'minorities' from an historical perspective, an area of knowledge which many leaders of diversity work believe is crucial to understanding the cultural dynamics of much of the ethnic and racial strife going on today. Some colleges may have this videotape; the Project's copy will be available on loan for preview and to use with groups at your institution.

I have given out two books to TAs which may need to be shared at each college. Let me know if you would like either one and don't have it. These are Race,Class, and Gender in the United States: An Integrated Study by Paula Rothenberg (particularly good on race, both historically and today), and A Race is a Nice Thing to Have, by Janet Helms (which has some interesting exercises, particularly for white individuals).

I will be here most of the time this summer until the last few weeks of August. Have an enjoyable summer.

Enc.

Appendix D

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Westchester Colleges Project on Racial Diversity
WORKSHOP

PARTICIPANT WORKBOOK

GOALS

1. -Participants will have the opportunity to develop increased awareness and sensitivity to diversity issues in a supportive environment

2. -Participants will have the opportunity to develop strategies for fostering diversity in their own lives and in their own institutions.

3. -Participants will have the opportunity to learn methods and develop skills for responding to biased (racist) behaviors.

Westchester Colleges
Project on Racial Diversity

AGENDA

I. Welcome and Introduction

II. Demographic Changes: Implications for Us and Our Colleges

III Race, Class, Ethnic and Gender Backgrounds: Small Group Exercise

IV. Cultural Collisions: Drawing on Personal Experiences

V. Ethnoviolence and College Life: Student's' Perspectives

VI. Increasing our Understanding of Stereotypes

VII. Increasing our Understanding of Racism

VIII. Intervening to Stop Prejudice and Discrimination: A Role Play Exercise Focusing on College Settings and our own Experiences

IX. Understanding the Organizational Culture of our Colleges: Working to Develop Multicultural Institutions

X. Next Steps: A Personal Action Plan

XI. Feedback and Closing

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Westchester Colleges
Project on Racial Diversity

GROUND RULES

CONFIDENTIALITY

SHARE

RESPECT

NO "ZAPS"

PERSONALIZE KNOWLEDGE

VALUE RISK-TAKING

EXPRESS EMOTIONS

OTHERS

adapted from Equity Institute

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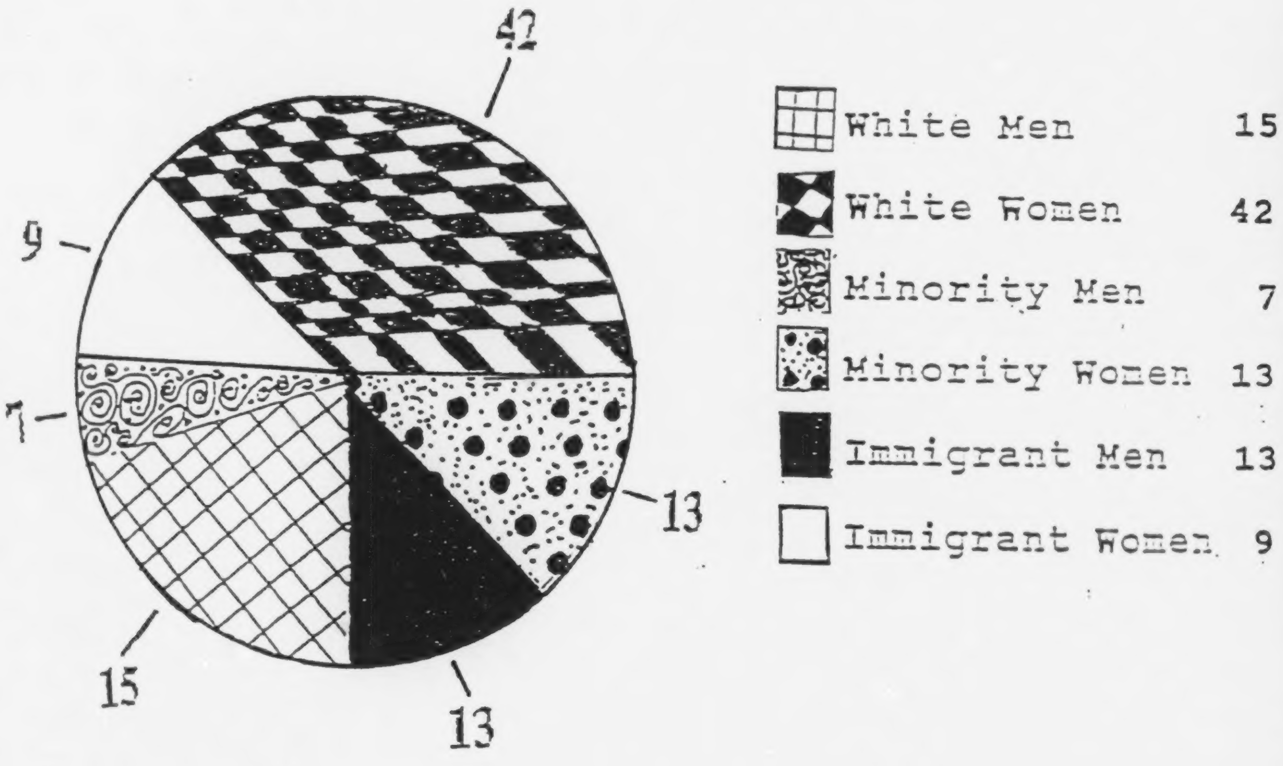
PROJECTION OF POPULATION
(in millions)
1990 and 2010

	1990	**2010**
Black/African American	30.5 (12%)	39.2 (13%)
Hispanic/Latino	21.9 (9%)	39.5 (13%)
Asian/Pacific Islander	6.5 (3%)	13.4 (5%)
Native American/American Indian	1.8 (1%)	1.8 (1%)
Subtotal	**60.7 (24%)**	**93.9 (32%)**
White/European American	191.6 (76%)	200.2 (68%)
Total Population	**252.3**	**294.1**

adapted from the Census Bureau
and Delphi Consulting Group, Inc.'s
work for the Westchester Colleges Project
on Racial Diversity

WORKFORCE PROJECTIONS

New Entrants' Percentages



Hudson Institute

Adapted from Delphi Consulting Group Inc.'s
work for the Westchester Colleges
Project on Racial Diversity

RULES FOR ATTENTIVE LISTENING

1. Focus attention. Maintain eye contact.

2. Appreciate the emotions behind the words.

3. Ask clarifying questions.

4. Fight off distractions.

5. Try not to be critical (verbally or non-verbally)

6. **Do not** interrupt

adapted from Delphi Consulting Group Inc.'s work for the Westchester Colleges Project on Racial Diversity and the Equity Institute

RACIAL, ETHNIC, CLASS, AND GENDER BACKGROUNDS

1, Describe your racial/ethnic/class/gender background?

2. What have been some difficulties for you, coming from your racial/ethnic/class/gender background?

3. What have been sources of strength for you coming from your racial/ethnic/class/gender background?

adapted from Equity Institute

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PERSONAL CULTURAL COLLISION

What was a time when you were treated unfairly (or put down) because of who you are, a time when you were denied equal treatment based on a difference--race, ethnicity, gender, religion, social class, physical quality?

1. What happened and how did you respond?

2. How did it feel?

3. Did anyone intervene as your ally?
   If so, what did he or she do?

   If not, what would you have wanted him or her to do?

4. How does it feel now to think about this experience?

adapted from Delphi Consulting Group Inc.'s work for the Westchester Colleges Project on Racial Diversity. Originally from Pfeiffer & Associates

PREJUDICE AND DISCRIMINATION

Prejudice:

-involves a feeling, favorable or unfavorable, toward a person, thing, or group without sufficient knowledge;

-most prejudices about people tend to be negative;

-even though a prejudicial judgment lacks a basis in fact, a prejudiced person often clings to his\her prejudice even when confronted by new and conflicting evidence;

-prejudice can be described as a negative or hostile feeling/attitude toward a person who belongs to a specific group, and is therefore presumed to have the objectionable qualities ascribed to that group.

Discrimination:

-an action based on prejudice

-denying individuals or groups of people equality of treatment which they may wish.

adapted from Educators for Social Responsibility, New York Metro, They drew on the work of the Anti Defamation League of B'nai Brith and the United Nations Division on Human Rights

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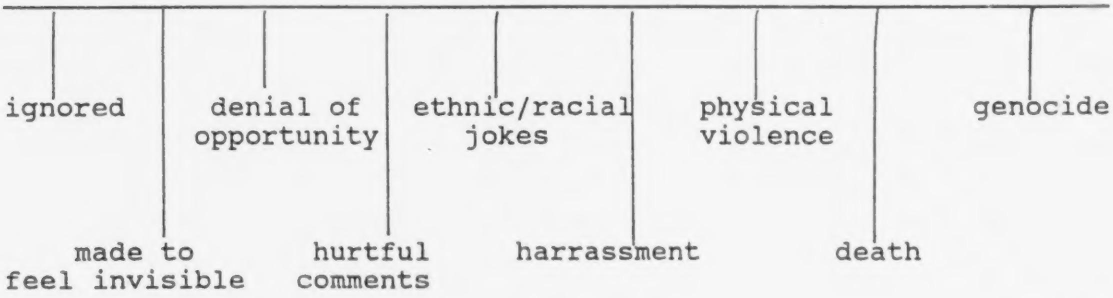
Project on Racial Diversity

ETHNOVIOLENCE

-physical, psychological or emotional violence carried out with the conscious or unconscious intent to hurt another because of his or her membership in a group.

Continuum of Ethnoviolence/Discrimination


ignored
made to feel invisible
denial of opportunity
hurtful comments
ethnic/racial jokes
harrassment
physical violence
death
genocide

adapted from the work of the National Institute Against Prejudice and Violence

FIRST IMPRESSIONS

First impressions are generally formed within minutes after meeting a person for the first time. Studies have show that there are generally three (3) main factors that determine first impressions.

FACTOR	PERCENTAGE
______________________	__________
______________________	__________
______________________	__________
TOTAL	100%

adapted from Delphi Consulting Group Inc.'s work for the
Westchester Colleges Project on Racial Diversity

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STEREOTYPES

-an oversimplified generalization about a particular group, race, sex, etc. which usually carries derogatory implications.

-an unfavorable opinion about a person or group based on incomplete knowledge.

adapted from Educators for Social Responsibility, New York Metro

FOCUS QUESTIONS ON TRUE COLORS VIDEO

1. What were your reactions to viewing True Colors?

2. What feelings come up for you viewing True Colors?

3. To what extent do you think the behaviors evident in True Colors occur on your college campus?

4. What are some implications of True Colors for efforts to promote diversity and counter bias on our college campuses?

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PREJUDICE PLUS SOCIAL POWER MAKES FOR OR EQUALS OPPRESSION

Social Power	-access and availability to resources needed to get what you want and to influence others
Oppression	-the systematic subjugation or putting down of a social group by a group with access to social power
Racism	-the systematic subjugation of a racial group of people through institutional, cultural, and/or individual means; most notably in the United States context, both historically and today, the subjugation of people of color by white/European Americans.

adapted from Equity Institute

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THREE LEVELS OF RACISM*

INDIVIDUAL/PERSONAL	racism results from the conscious or unconscious belief that people of color are inferior due to their physical/biological traits which determine moral and intellectual qualities and social behavior. This inferiority then legitimizes different and unequal social treatment.
INSTITUTIONAL	racism exists when customs, practices, laws, etc., systematically reflect and produce racial inequalities regardless of whether individuals carrying out these practices, customs, laws, etc., have racist intents.
CULTURAL	racism is the privileging of European/American cultural traditions and the devaluing of the traditions, religious beliefs, art, music, language, stories, other daily life practices, of other cultures.

*These definitions were taken from an article by James Jones entitled "The Concept of Racism and its Changing Reality" found in a book edited by Benjamin P. Bowser and Raymond G. Hunt, entitled, Impacts of Racism on White Americans, (Newbury Park, CA: Sage Publications, 1981)

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STATISTICS*

POVERTY AMONG CHILDREN IN THE UNITED STATES

- more than one out of every five children in the US (all races) lives below the poverty line.

- 39% of Hispanic children and 45% of Black children in the US live below the poverty line.

CHANCES OF BEING POOR IN THE UNITED STATES

	White		Black	
	male & female	female head	male & female	female head
Poverty	1 in 9	1 in 4	1 in 3	1 in 2

CRIMINAL JUSTICE STATISTICS

- One in four Black males, ages 20 to 29, are either in jail, on parole, or on probation. (This number is larger than the number of Black men enrolled in higher education.)

- One in sixteen white males are in jail, on parole, or on probation.

INFANT MORTALITY RATE (PER 1,000 BIRTHS)

Total (nationwide-all racial and ethnic groups) (This ranks 19th in the world)	10.6
Among Blacks only (This ranks 28th in the world.)	18.2

*These statistics were taken from an article by Gregory Mantsios entitled "Rewards and Opportunities: The Politics and Economics of Class in the U.S.", found in a book edited by Paul S. Rothenberg entitled, Race, Class and Gender in the United States: An Integrated Study, 2nd edition (New York: St. Martins Press, 1992)

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BEHAVIORAL APPROACHES TO RESPONDING TO BIAS INCIDENTS (OR OTHER CONFLICT SITUATIONS)

- Avoiding (denying, repressing)

- Aggressive (confrontational, violent)

- Assertive (co-operative, collaborative, problem solving)

INTERVENING TO STOP PREJUDICE AND DISCRIMINATION:

A. Drawing on Our Experiences in College Settings

1. What was a time when you acted to stop prejudice or discrimination against another person in a college setting , or would have liked to but didn't?
    a. What happened and what was it like?
    b. How did you respond if you did?
    c. How did you feel?
    d. What else might you have done?
    e. How does it feel now thinking about and talking about this experience?
2. What was a time in a college setting, when you acted in a prejudicial way toward someone or saw an example of prejudice and watched it happen?
    a. What happened and what was it like?
    b. How did it feel?
    c. How might you have responded?
    d. How does it feel now thinking about and talking about this experience?

B. Role Plays of Bias Incidents

- Select an incident which the group will role play.
- Select individuals from your small group for the various parts in this incident. Initially role play the incident as it occurred; then role play it again using different and more effective responses.

adapted from Educators for Social Responsibility, New York Metro

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FRAMEWORK FOR RESPONDING TO BIASED BEHAVIOR

1. Know your environment; develop a safe context for giving feedback.

2. Keep communication open--paraphrase, ask clarifying questions, actively listen.

3. Be clear on your own values and beliefs.

4. Express feedback in terms of a) what you see or hear from the person; b) what you feel about it; and c) what you'd like to see happen.

5. Use short, well-formulated "I-statements," not those that begin with "you." Focus on yourself, not the other person. This expresses how you see things or feel about them without labeling or attacking the other person.

6. Focus on what you directly and recently experienced rather than on inferences or, hearsay, or generalizations.

7. Support the other person's self-esteem even if you give negative feedback. This demonstrates that the differences expressed are the only points of discussion and that you want to work out mutually acceptable solutions.

8. Allow the recipient the right to choose whether or not to change and what changes should be made.

9. Be prepared to accept feedback as well as give it.

adapted from Delphi Consulting Group Inc.'s work for the Westchester Colleges Project on Racial Diversity

ORGANIZATIONAL CULTURE

A pattern of beliefs, values, and expectations which affect every aspect of an institution's functioning, from styles of personal interaction to major policy decision making. The social norms which grow out of these expectations, values, and beliefs are powerful influences on the behavior of individuals within the institution.

MULTICULTURAL ORGANIZATION

A multicultural organization reflects the contributions and interests of diverse cultural and social groups in its mission, operations, and product or service delivery. It seeks to eradicate social oppression in all its forms within the organization with sensitivity to all cultural and social groups whether or not they are represented in all levels of the organization. It follows through on its broader social responsibility to community and society.

adapted from Jackson & Hardiman and

from Delphi Consulting Group Inc.'s
work for the Westchester Colleges
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Multicultural Institutional Development

Values

Barriers to Change

Opportunities for Change

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CONTRACT

1. One thing I'm willing to do (either personally or in my work role) to foster diversity is

2. Support Person

Support Person's name ______________________

Support Person's telephone # ______________________

Agreed upon date to call/meet ______________________

Your Support Person's contract

adapted from Equity Institute

Appendix D

Revised Alternative Diversity Workshop September 28, 1993

I. Greetings and Introductions

A. name, college, something absolutely delightful about yourself)

B. Goals: - see workbook - put on flip chart

C. Agenda Review - see workbook - put on flip chart

D. Ground Rules - see workbook - put on flip chart

E. Feedback form introduction (in back pocket of workbook)-- we will want to hear from you-what you liked, didn't like about various activities we engage in today, also how we do as facilitators,- we're all always learning, hopefully growing. Your thoughtful comments can help us and the Project to engage in this very important work more effectively.

II. Demographic Changes: Implications for Us and Our Colleges

A. What changes do we see:

1. on our campuses-groups represented now that were not there 20 years ago
2 in our communities
3. in the NY metropolitan area
4. the world-patterns of immigration

B. Demographic Changes: - two pages of data in workbooks

C. What are the implications of these changes: - flip chart

1. for our colleges
2. for us and for our work at these colleges.

III. Small Group Exercise: Race, Class, Ethnic, and Gender Background

A. How are we all different--what is diversity? - on flip chart, left side - those qualities that don't ever change--age, race, etc., right side - those qualities that do change--geography, education, middle - those which are controversial, harder to change--culture, economic status, sexual orientation. (The average American is generally viewed as white, heterosexual, middle class, male.)

B. Introduce ground rules for attentive listening in workbook- put on flip chart.

C. Form Dyads (find someone you don't know). Each participant to have four minutes to speak to the following questions in workbook. Facilitators model activity.

1. What is your racial race, class, ethnic, gender background?
2. What have been some difficulties for you, coming from your racial race, class, ethnic, gender background?
3. What have been sources of strength for you, coming from your racial race, class, ethnic, gender background?

D. Pair Share--on the process and feelings that came up.

E. Group Process--What did this exercise feel like to you? Any thoughts or insights you'd like to share with the large group? - Differences and Commonalities

IV. Personal Cultural Collision: A time when you were treated unfairly (or put down) because of who you are, a time when you were denied equal treatment based on a difference--race, ethnicity, gender, religion, social class, physical quality, etc.

A. Reflect on workbook questions on personal cultural collisions.

B. Combine two dyads to form small group. Each individual to have five minutes to share a personal experience of a 'cultural collision', responding to the following questions:

1. What happened and what was it like?
2. How did it feel?
3. Did anyone intervene as your ally? If so, what did they do? If not, what would you have wanted them to do?

C. Small group discussion, selection of one experience to role play and preparation of role play.

D. Role Plays--use flip chart to record targeted individual's perceptions or feelings.

E. Groups Processing/Discussion

V. Ethnoviolence and College Life:

A. Looking at Prejudice and Discrimination--Web, - What comes to mind when you see/hear the word prejudice? Definitions, Examples. - See workbook

B. Define 'ethnoviolence' and explain conntinuum, see workbook and introduce and show "Still Burning II" video (up through the professor).

C. Group Discussion of video--general reactions and student perceptions, feelings on flip chart, compare with our own feelings/perceptions from cultural collision exercise.

VI. Increasing our Understanding of Stereotypes:

A. Factors Influencing Communication: in workbook--what you see, what you hear, what's been said or see, sound, and say (draw a circle on your chin).

B. Stereotyping: - defined in workbook - Stereotyping puts a person in a box which doesn't allow for his or her full individuality or humanness to emerge. It is a common yet often hidden form of ethnoviolence, 'baggage' that we all carry around with us to varying degrees. What groups in the video, also represented on our/your own college campuses, are potential victims of ethnoviolence?

C. Using these groups, list stereotypes of these groups; circle stereotypes which adversely affect the opportunity for success for a student from the named group.

D. Morning Closing: We've all had things done to us or heard things said about us or to us because of some aspects of who we are (our identity). Think for a moment about something you never want people to do or say to you because of who you are. We'll stand in a circle, and share with the group if you want to.

Model Shares:

"I'm a teacher. I never want to hear that teachers have an easy job because they get the summers off."

"As a person of color I never want to hear that I got my job because of Affirmative Action."

"As an African Amercian woman, I never want to be asked to speak for my race or gender. I speak for myself."

"As a woman I never want to hear that women can't handle work which requires lots of responsibility because we're too emotional, etc."

Closing Comment: Can we make a commitment, having heard one comment that each one of us never wants to hear again, to honor that request?

LUNCH 12:30 - 1:15

VII.Understanding Racism

A. After lunch reconnecting activity

B. View video True Colors: Brief introduction as a video to give us more insight into stereotyping, discrimination and racism.

C. Dyad conversation using focus questions (see workbook) for True Colors, followed by sharing with the whole group and discussion.

D. **Equity definitions of social power, oppression, racism. (see workbook)**

Statistics demonstrate that racism is more than individuals behaving in prejudicial ways towards others. Statistics show us that racism functions institutionally as well. See workbook for statistics. The first four statistical items have been taken from Greg Mantsios' article. Mantsios got the first one, on the chances of being poor in the United States, from the US Bureau of Census, June, 1986; the second, on poverty among children in the United States, from US News and World Report, 1/18/88; the third, criminal justice statistics, from the Washington Post, 2/27/90; and the fourth from the World Bank "World Development Report", 1990.

E. Definitions of individual, institutional, and cultural racism, - (see workbook). Examples and Discussion

VIII. Intervening to Stop Prejudice and Discrimination in the College Setting:

A. Reviewing Differing Approaches to Responding to Biased Incidents (and other types of conflict) - Avoiding, Aggressive, Assertive - in workbook.

B. Responding to Prejudice and Discrimination on the college campus.

Small Groups-4 minutes each to speak about a personal experience with bias on the college campus, either as a recipient, a witness, or a perpetrator. If no one in the group can recall any such experiences in a college setting, either have them use an experience not in a college setting or hand out a scenario or case study.

C. Small Group Role Play Preparation: If possible, choose a campus-based experience in which a bias-related incident was either experienced or viewed by a member of your group. You can draw on experiences that were just shared or, if necessary, a scenario given out by the facilitators. Develop a role play for the larger group, including actual and more effective responses for both the individual(s) targeted and those who viewed the incident and either intervened or did not.

D. Role Plays with discussion

After each skit, discuss: What approach did this group use? How did it feel as a targeted person to resist the abuse? How did it feel as an intervener to resist the abuse? If you were the targeted person, how did it feel to have other people come to your aid? For those of you who were playing the abuser, how did it feel to be someone who is abusing another person?

E. Elements of a Framework for Responding to Biased Behavior - see workbook

IX. Reflecting on the Organizational Culture of our Colleges and Developing Multicultural Institutions

A. Defining Organizational Culture and Multicultural Institutionals.

see workbook and two sheets in back pocket.

- B. Small Group Exercise by colleges to reflect on their college's institutional cultural values (both stated and lived), barriers to change, and opportunities for change.
- C. Colleges report back on values, barriers and opportunities for change.
- D. Defining the Stages of Multiculturalism Development and Awareness

X. Next Steps: A Personal Action Plan

- A. View end of "Still Burning II" (if time)
- B. Discuss film and types of activities that one can engage in to foster diversity/counter bias on the college campus
- C. Provide personal reflection time to make a contract for participants to develop things she/he is willing to do (either personally or in his/her work role) to interrupt the impact of bias, racist behaviors, racism
- D. Find a support person with whom to share contracts, exchange telephone numbers, and agree on a time when you both will call or meet together to discuss the carrying out of your contract
- E. Group Reflection on this process

XI. Closing - Gift- something you will leave here with.

Appendix E

STAFF TARGET DATA - NUMBERS AND PERCENTS OF STAFF [INCLUDING SECURITY AND PUBLIC SAFETY STAFF] TRAINED - FEBRUARY 1995

COLLEGE	TARGET STAFF	NO. SECURITY STAFF TRAINED	NO. OTHER STAFF TRAINED	TOTAL NUMBERS	% OF TARGET STAFF REACHED
CNR	210	18	165	183	87%
Concordia	50	1	42	43	86%
Iona	240	27	190	217	90%
Manhatanville	100	11	69	80	64%
Marymount	51	11	79	90	176%
Mercy	160	4	122	126	78%
Pace	400	61	271	332	83%
Purchase	175	12	112	124	71%
Sarah Lawrence	104	17	87	104	100%
WCC	200	3	158	161	80%
TOTAL	1690	165	1295	1460	86%

Appendix F

MERCY COLLEGE
...a tradition of success...
Jay Sexter, President

April 5, 1993

Dear Participants in Diversity Workshops
& Members of the Campus Based Team,

Congratulations on being part of a special group at Mercy College: those who have become part of the team working to create a positive racial climate for all in our community, especially students. I, too, have attended a workshop for college presidents given by the experts who prepared Training Associates from the ten colleges in Westchester.

In order to give recognition to all who have been involved in this effort, I want to invite you to a reception in your honor
Wednesday, May 26
at 4 p.m.
Board Room & Verrazzano Terrace
or
Hudson River Room - in case of rain

Please show this letter to your supervisor who will allow you to be released from work time.

Knowing that our work is just beginning, I ask you to write on the enclosed index card ONE IDEA you would like to suggest to create a welcoming environment for all races and ethnic groups at Mercy College. All ideas -- small or grand scale -- will be given consideration.

I will see you on May 26, but, in the meantime, encourage others to participate.

Thanks,

Jay Sexte
Jay Sexter
President

Enclosure

Office of the President, 555 Broadway, Dobbs Ferry, NY 10522 / (914) 693-4500

Appendix F

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...a tradition of success...
Jay Sexter, President

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I will see you on May 26, but, in the meantime, encourage others to participate.

Thanks,

Jay Sexter
President

Enclosure

Office of the President, 555 Broadway, Dobbs Ferry, NY 10522 / (914) 693-4500

Appendix G

THE WESTCHESTER COLLEGES CONSORTIUM ON RACIAL DIVERSITY

A Celebration!

April 27, 1994

Hosted by PepsiCo, Inc.

WESTCHESTER COLLEGE/UNIVERSITY PRESIDENTS

COLLEGE OF NEW ROCHELLE
Dorothy Ann Kelly, OSU

CONCORDIA COLLEGE
Ralph C. Shultz

IONA COLLEGE
John G. Driscoll

MANHATTANVILLE COLLEGE
Marcia A. Savage

MARYMOUNT COLLEGE
Brigid Driscoll, RSHM

MERCY COLLEGE
Jay Sexter

PACE UNIVERSITY
Patricia O. Ewers

PURCHASE COLLEGE/SUNY
Bill Lacy

SARAH LAWRENCE COLLEGE
Alice Stone Ilchman

WESTCHESTER COMMUNITY COLLEGE
Joseph N. Hankin

PROGRAM

Greetings ....Michelle Jordan
Manager, Community Relations
PepsiCo, Inc.

Dorothy Ann Kelly, OSU
President
College of New Rochelle

The Project Experience ....Barbara Maddox
Sarah Lawrence College

Musical Selection ....Students
Purchase College/SUNY

STEERING COMMITTEE

COLLEGE OF NEW ROCHELLE
Dorothy Ann Kelly, OSU

CONCORDIA COLLEGE
Don Ross
Tami Greig

IONA COLLEGE
Michael Christy

MANHATTANVILLE COLLEGE
Rosa Calderon

MARYMOUNT COLLEGE
Barbara Becker, RSHM

MERCY COLLEGE
Rosemarie Murray

PACE UNIVERSITY
Margaret R. Gotti

PURCHASE COLLEGE/SUNY
Ronald Herron

SARAH LAWRENCE COLLEGE
Robert Cameron

WESTCHESTER COMMUNITY COLLEGE
Julius Ford

WESTCHESTER MARTIN LUTHER KING INSTITUTE
Lois Bronz

NATIONAL CONFERENCE OF CHRISTIANS & JEWS
William Jordan

PROJECT COORDINATOR
Barbara Barnes

Westchester Colleges
Project on Racial Diversity

Appendix H

FACULTY PROJECT COORDINATING GROUP
AND
THE MULTICULTURAL ISSUES WORK GROUP
MINUTES
FRIDAY, MARCH 4, 1994
BRIARCLIFF CAMPUS, PACE UNIVERSITY

ATTENDEES:	**College of New Rochelle**	**Stephen Sweeney** **Lee Stokes**
	Concordia College	**David Jacobson** **Clifford H. Peterson**
	Iona College	**John Gallagher** **William Egelman**
	Manhattanville College	**James Bryan** **Nancy Harris** **Randy Williams**
	Pace University	**Patricia O'Donnell Ewers** **Marilyn Jaffe-Ruiz** **Elizabeth Torrance** **Frances A. Keegan**
	Sarah Lawrence College	**Peter Whitely**
	Purchase College	**Alfred Hunt** **Thomsenia Hutchins**
	Westchester Community College	**Douglas Kenny**
	FIPSE Project Coordinator	**Barbara Barnes**

Review of the Project to Date

The Westchester Colleges Consortium on Racial Diversity was founded six years ago, initially in reaction to increased racial tension in the New York Metropolitan area. Its goals have been to pool resources, share ideas and experiences, and develop projects to improve the racial climate and promote cross-cultural understanding at the ten colleges. Initially, programs focused on student leadership training at weekend retreats, also attended by some staff and faculty. In the summer of 1992, the Consortium received a three year grant from FIPSE (the Fund for the Improvement of Post Secondary Education) to provide diversity training for all professional and support staff who interact with students. This included over 1500 individuals from the ten colleges.

When the Consortium first talked with FIPSE staff about funding a project, the initial thought was to focus on faculty.

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Purchase, New York 10577-1400
Telephone, (914) 251-6036

However, FIPSE program officers reported they had not been able to fund projects which were successful in reaching large numbers of faculty on multicultural issues and thus were not eager to fund additional efforts until there was more evidence that faculty projects could work. The Consortium then turned to a project which could address staff needs in this area.

Our first step in the Staff Diversity Project was to conduct a pre assessment of campus racial climate at each of the ten institutions. Students, staff, and, at four colleges, faculty were given a survey questionnaire on campus climate. (Enclosed is a copy of the student questionnaire, a report on the aggregate quantitative date generated from the questionnaire, and your college's report on that data.)

By most accounts this project has been very successful. Almost 1500 staff have attended the day long Diversity Workshop. Both the facilitators (who are also staff from the ten colleges who went through a three day training program to prepare for this work) and participants believe that working as a Consortium has been a great plus. Staff often reported feeling more comfortable doing this work away from their campus, not with individuals they interacted with in their daily work lives. They also liked that facilitators were not from their own college. The facilitators also generally did not want to conduct workshops for staff from their own institution. In addition, the sharing of ideas, experiences, and costs beyond one college strengthened the Project.

Throughout the life of the Staff Diversity Project, there has been a continual stream of questions -- from facilitators, workshop participants, other college personnel including faculty, and outsiders whom we have talked with about the Project -- asking why are faculty not included? Finally, as we thought about the final year of this grant and the need to develop plans to institutionalize the work of the Project, we thought it would be almost impossible to institutionalize efforts at a college without support and, preferably, the participation of faculty. As a result, we asked for a supplemental grant to accompany our final year appropriation from FIPSE and received $14,000 for a pilot project to develop some type of faculty experience dealing with multicultural issues.

The Faculty Coordinating Group and the Faculty Multicultural Issues Work Group have been formed as an initial step in this pilot project. The Coordinating Group representatives are to provide administrative and political support by helping to publicize and build support for the faculty project among their faculty. The Work Group will develop the seminar/workshop for faculty dealing with multicultural issues.

Discussion

What follows are questions, issues, and comments made by those in attendance.

- What are the salient multicultural issues at each of our institutions? Is it curriculum, representation, personal bias? How do we assess these issues and is there sufficient commonality among our colleges in this area to make this project work?

- There is certainly a need for more cross-cultural knowledge and sensitivity and it goes in all directions. However, structuring an experience to gain insight in these areas will be difficult.

- How do we get faculty to attend? Can we pay them? (Not likely, as the price tag would be much too high. There are about 2,000 faculty at our ten colleges.) Otherwise, will we only get those who are already committed. How do we reach the others?

- We need to make our presentations/seminars interesting and stimulating so faculty will be attracted by its reputation. How do we make this experience for faculty intellectual, interesting, and practical?

- Can we learn from some colleges where there have been successful faculty development efforts dealing with multicultural issues? (Enclosed are two articles on Bloomfield College's efforts in this area.)

- Our goal ultimately must be to improve the experience for students; to empower them we need to hear from them and include them in this work.

The Work Group will meet again **Friday, March 25th, at 9:00 a.m. at Montgomery House at Iona College, New Rochelle, NY.** A map is enclosed.

Westchester Colleges
Project on Racial Diversity

Appendix I

FACULTY WORK GROUP MEETING
MINUTES
FRIDAY, JUNE 10, 1994
8:30 AM - 2:30 PM
MANHATTANVILLE COLLEGE

PRESENT:

Lee Stokes	College of New Rochelle
Cliff Peterson	Concordia College
Bill Egelman	Iona College
Nancy Harris	Manhattanville College
Randy Williams	Manhattanville College
Betty Torrance	Pace University
Thomasenia Hutchins	Purchase College
Peter Whitely	Sarah Lawrence College
Barbara Barnes	Project Coordinator

ABSENT:

Lucia Desir	Mercy College
Doug Kenny	Westchester Community College

I. NEW REQUEST BASED ON NEW INFORMATION FOR STIPEND FOR ADDITIONAL PARTICIPANTS FOR THE FALL FACULTY COLLOQUIA

The four members of the Faculty Work group who attended the Atlanta Conference on Race and Ethnicity in Higher Education returned enthusiastic and energized for on-going diversity work with faculty in the coming years. It was clear that much time and effort would be needed to initiate changes in classroom practices and curriculum. The Faculty Pilot Project, the series of six colloquia for faculty, planned for the fall of 1994, took on a new light. Now in addition to seeking at least one more faculty from each college to participate in these colloquia, the group would ask them to read two books over the summer -- Race Matters by Cornel West and A Different Mirror: A History of Multicultural America by Ronald Takaki. They would also be asked to engage in additional readings during the semester. Preparatory reading was added as an essential part of the pilot faculty experience.

This increase in the level of participation and commitment, which will be asked of the additional faculty who join the Pilot Faculty Colloquia, has altered the nature of the experience such that a new request for stipends of $300.00 each for these faculty seems appropriate. The group recognizes the need not to set a precedent of payment for all faculty activity in the area of diversity. Much faculty activity in diversity efforts will not

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be specifically renumerated financially. For example, five faculty members from Westchester Community College attended the May 20th workshop on diversity issues in the classroom using the case study method. They were not paid. However, with the expanded role for the additional faculty participants, (the group felt this pilot experience would require between 30 and 40 hours of faculty time), the Faculty Work Group respectfully resubmits its request for a $300.00 stipend for each new member. This request will be conveyed to the Chair of the Faculty Coordinating Group, President Patricia Ewers, and to the Coordinating Group members from each college by their Faculty Work Group member.

Editor's Note: I spoke with Dr. Ewers about this request. She plans to consult with the other Presidents and with the Coordinating Group Representatives regarding this matter and will get back to us.

II. FACULTY RECOGNITION FOR DIVERSITY WORK

The general question was raised concerning recognition and rewards for faculty engaged in diversity work. To what extent do rank and tenure committees value this work? To what extent can it be an alternative to more traditional discipline-based research for promotion and tenure? The individuals who returned from the conference in Atlanta reported learning more about how efforts to transform curriculum and institutionalize multiculturalism at our colleges need to be comprehensive, long term, and will be very time consuming. It was suggested that this topic be put on the agenda for our meeting with the Coordinating Group in the late summer or early fall.

III REPORTS FROM THE NATIONAL CONFERENCE ON RACE AND ETHNICITY IN HIGHER EDUCATION

Three faculty members, Lee Stokes, from the College of New Rochelle, Betty Torrance from Pace, and Thomasenia Hutchins from Purchase, attended together with Barbara Barnes, the Project Coordinator. They all felt the experience had been highly beneficial -- stimulating, challenging, intellectual, emotionally draining, etc. Most of the time was spent in workshops focusing on faculty development and curriculum transformation. What follows are some key points made by the group about what they learned and experienced at the conference.

Both the intellectual (being corrective to a necessarily limited experience if it only draws on one intellectual tradition) and political (new groups of students demanding their experiences be recognized as valid and included in the curriculum) reasons for transforming the curriculum were stressed. Also three stages describing the level of institutionally-based diversity work were set forth. The first is access or admitting new kinds of students to the institution; the second is accommodation or developing special programs to enable

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the 'non traditional' students to accommodate to the culture and practices of the institution, and the third is transformation or a reconstituting of all aspects of the institution, from curriculum and student services to administrative practices. Very few colleges have reached this third level.

Considerable time focused on the development of faculty workshops on diversity. Some principles which have guided this work successfully were presented. They include: 1) inclusive planning, 2) knowing your audience, 3) being aware of your own biases, 4) being realistic about objectives, 5) including follow-up, 6) keeping the context in mind, 7) socializing as part of the workshop, 8) including students in the process, 9) evaluating, 10) imagining alternatives, 11) providing incentives and recognition, 12) making sure you have sufficient resources for the effort, and 13) including administrators in the trainings.

Diversity work is a long term process, thus a team approach rather than an individual approach is necessary. Having appropriate working definitions of diversity and building the appropriate team for on-going collaborative work in this area are crucial. Some of the group experienced a case study session dealing with developing a diversity task force on a college campus in which they learned much about how not to do it.

The Work Group decided to purchase 10 copies of Dialogues for Diversity: Community and Ethnicity on Campus put out by the Project on Campus Community and Diversity of the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges and the American Council on Education. This book contains many case studies, vignettes, series of questions, etc., regarding diversity incidents and dilemmas on college campuses, including the faculty and administrative levels. It can be a resource for each college to use in discussing diversity topics at various levels.

Assessing where our colleges are relative to diversity initiatives was another area explored at the conference. Barbara attended a workshop on this topic and distributed several handouts to the group. She reported she would give out similar handouts to Steering Committee members and perhaps others.

Different learning styles were discussed as a dimension of diversity. If only one or two methods, like a lecture and large group discussion are used in a course, then students who are more experienced and more comfortable with these approaches will be 'privileged'. Students who learn better visually or orally or through small group work will be at a disadvantage. While one goal may be for all students to expand their ability to learn from different pedagogical approaches, another goal is for students to be able to experience a learning environment in which their preferred learning style is validated.

Working with faculty to broaden teaching skills beyond that which they have personally experienced will require time and commitment. There may have to be "unlearning" as well as learning that need to occur.

Student resistance to diversity initiatives was mentioned as a relatively new phenomenon, perhaps as diversity efforts become more encompassing and institutional. Resistance is primarily from 'majority' students, those who feel comfortable with the traditional learning methods and eurocentric curriculum.

One session dealt with the work of a consortium of colleges in the state of Washington which has been working on diversity issues with faculty for more than six years. Recently, they received a grant from the Ford Foundation for almost $1,000,000.00 over a several year period to work with teams of faculty from 23 institutions. Their project includes a three week summer institute for which faculty are paid and required to do considerable outside reading. The top academic officer from each college is included as a member of his or her college's team. Barbara spoke to the Coordinator of that Project and will be in contact with her to discuss several areas, including pre and post assessments for faculty participating in the pilot colloquia and their Ford Foundation grant.

III PLANNING THE FALL COLLOQUIA

Session #1: September 21, 1994 - Overview and Discussion of Diversity

Barbara Barnes and Nancy Harris agreed to take responsibility for this session. There was some concern that they were both white European-American women. (Barbara will be in touch with Lucia Desir who was not at the meeting to ask if she will join them in planning for this session).

Barbara agreed to write a first draft of a statement on diversity. While it is clear that diversity concerns need to be pervasive and throughout the institution, the statement will focus primarily on the concerns of faculty, classroom practices and curriculum. Barbara will distribute the statement to several Work Group members over the summer for their feedback; a working draft will be sent out before the September 1st Faculty Work Group meeting. This first session will include a general orientation, introductions, expectations, and an experimental component. Barbara will send materials and background information on the Project to the new faculty participants as soon as they are selected.

Session #2: October 5, 1994 - Case Study Focussing on Classroom Principles and Pedagogical Implications of Diversity

This will be led by faculty from the Center for the Study of Teaching at Pace University. Barbara will coordinate scheduling.

Session #3: October 19, 1994 - Student Views

After considerable discussion, the group decided that each college would host a discussion session with its students to hear their views on diversity. Draft college reports on the student survey of campus climate, part of the post assessment process of the FIPSE grant, should be ready by late summer, Information from these reports may be useful for these discussion sessions at the campus level. However, the general focus for these student groups is to be on diversity issues in the classroom -- pedagogy, curriculum, and interacting with faculty.

Betty Torrance and Randy Williams accepted responsibility for developing questions for these student groups. Lee Stokes mentioned that students from CNR had put together a videotape which illustrated some of their diversity issues with faculty. It was suggested that these could be valuable at the campus level, but no decision was made about this recommendation for the pilot project. The Work Group suggests that these campus-based student groups be multicultural and multiracial. These discussions need to take place before the October 19th session so the colloquia on student views can be report backs with one student joining the faculty representatives from each college for this session. This group of students may then become the core of a Student Advisory Group to the Faculty Project.

Session #4: November 2, 1994 - Ethnic/Racial Identities

Bill Egelman and Lee Stokes agreed to coordinate this session. They will be in touch with William Cross to see whether he might join the group again for this colloquia. The Work Group felt it would be valuable to bring in an outside speaker for one session.

Session #5: November 16, 1994 - Curriculum Issues

Peter Whitely and Thomasenia Hutchins agreed to coordinate this session and will be planning it over the summer.

A first step in curriculum work may be to focus on our own discipline and courses, recognizing the need to change in order to present more balanced, rather than Eurocentric, views on subject areas or issues. Beyond this is the need for change among the disciplines and for the development of cross-disciplinary perspectives. There will also be an emotional aspect of this work. Those of us who are committed to becoming multicultural in our approach to our scholarly work, our courses, and our teaching still need tools to be able to affect the changes we desire. This needs to be a key goal for the Faculty Diversity Project -- to provide the environment, support and assistance in developing frameworks and tools for doing this important work.

Session #6: November 30, 1994 - Report Back-Follow Up, Evaluation

Where do we go from here? The Work Group agreed that more consideration has to be given to this session. Cliff Peterson and Doug Kenny, who do not yet have specific assignments, may be asked to reflect on this.

The Work Group decided we would like to be able to articulate specific goals for each session, the implications for further activity and what these mean at an institutional level. An overall objective is to have this series of colloquia impact directly on participating faculty members' teaching. One suggestion on follow up was to have report backs after six months on how this experience has contributed to changes in faculty behavior in the classroom and after twelve months on curriculum changes for a particular course. A capstone experience has also been suggested where at the end of this process a faculty conference takes place with presentations and discussion of curriculum and pedagogical initiatives resulting from diversity work.

IV. UPCOMING ACTIVITIES VIA BARBARA

A. I will be sending each of you copies of the Cornel West and Ronald Takaki books when they arrive, also the "Dialogues for Diversity" book.

B. Please communicate the name of any additional faculty member who will be joining you in the fall for the Colloquia as soon as it is possible to do so. I would like to be in contact with that individual to send him/her materials and books.

C. I am continuing to investigate the possibility of an 'outside' evaluator for the Faculty Colloquia who could give us feedback on each session and, perhaps, an overall evaluation. I spoke with Dr. Dawn Person, the outside evaluator for the Consortium FIPSE Project, and she thinks it is a good idea.

D. Enjoy the summer. Rest well and be in touch. See you on September 1st, 10:00 am, at Concordia College.

Westchester Colleges
Project on Racial Diversity Appendix J

FACULTY COLLOQUIA - SESSION II
IONA COLLEGE
SEPTEMBER 28, 1994
4:00 - 6:00 PM

College of New Rochelle	Lee Stokes
Concordia College	Yvonne Gatz Cliff Peterson
Iona College	Bill Egelman Everett Ferguson
Mnahttanville College	Randy Williams
Mercy College	Lucia Desir Peter French
Pace University	Betty Torrance
Purchase College/SUNY	Bell Chevigny Thomasenia Hutchins Emmanuel Otu
Sarah Lawrence College	Peter Whitely
Westchester Community College	Farhad Ameen Doug Kenny George Sands
Westchester Colleges Project on Racial Diversity	Barbara Barnes
Internal Evaluator	Susan Toliver

This Colloquia was facilitated by Dr. William Welty from the Pace University Center for the Use of Case Studies in Education. Faculty had been asked to read a case entitled "Leigh Scott" before the session. This case focused on the complaint of an African American student (Aaron Washington) who believed he had been treated unfairly and in a racist manner because he had received virtually the same grades during the term as a white student Dale Wasburn, who then received a higher semester grade. Dale was in a special program for students with learning disabilities, his counselor had spoken to the faculty member (Leigh Scott) several times during the semester about her student's need for additional support in the form of extended time for tests, alternate means for demonstrating mastery of a body of knowledge, etc. It was clear to Leigh that Dale came prepared and worked hard in the course. Aaron, on the other hand, had not demonstrated hard work in the same way -- he had put his head on the desk to sleep several times, engaged in inside conversations with other students during class, and often did not bring the appropriate materials to class.

The faculty group spent the entire time discussing issues emanative from the case itself; thus, there was not a discussion focused on how Leigh Scott should actually respond to Aaron Washington's accusation that there was racial bias behind his

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receiving a "D" and the LD student receiving a "C". (Perhaps some of you can discuss this among yourselves and report back on appropriate responses.)

The summary which follows will be in the form of a listing of the issues that were brought out in the discussion.

- Equity does not mean treating students all the same, but a faculty member needs to be clear and open about the different options available to students.

LD students often have advocates and support available to them that students who are "multiculturally disadvantaged" do not.

Not all students of color are "multiculturally disadvantaged", but it is only fair to provide an equivalent level of support and advocacy to those who as are provided to LD students.

- Faculty need to respond to inappropriate student behavior early on in a term and not wait until the end of the semester and simply give the student a low grade. Students need to be communicated with early on in a semester regarding behavior that will adversely affect their learning and achievement in a course.

- It can be uncomfortable and difficult for faculty to confront students and/or to give appropriate feedback to students who are racially and culturally different from themselves. This can be time for both white faculty confronting students of color and faculty of color confronting white students.

For white faculty, the result is that often they don't give appropriate feedback to students of color; it can be easier to just look the other way. There also can be a fear of saying the wrong thing or that the student of color may accuse the white faculty member of being racist, which may or may not be true. Some white faculty harbor guilt about racism and thus, prefer to avoid any situation where race might be an issue.

Faculty of color can have difficulty with white students; they often need to be extremely careful in their course descriptions and requirements so they look almost like a legal document then anything else. They also sometimes receive extremely negative evaluations from a few white students.

- Race is a factor in our communications with students and in the teaching/learning process, regardless of the content. To be color blind in dealing with students is to be unrealistic and generally inequitable.

- As faculty, we need to work hard to find connections to our students as humans, to make personal relationships with them so we can find something in common to ground our dialogue or communication.

- The demographics of our student bodies have changed so much over the last few decades, but our training and job descriptions as faculty have not. Faculty need training to be able to teach students with a range of cultural backgrounds, a range of learning styles, and a range of academic preparedness for college level work.

Appendix K

WESTCHESTER COLLEGES PROJECT ON RACIAL DIVERSITY
FACULTY PILOT PROJECT - FALL 1994
FACULTY WORK GROUP MEMBER EVALUATION

DEMOGRAPHIC INFORMATION

Gender: __________

Racial/ethnic background: ________________________

Professorial rank: ________________________________

Tenured or untenured: _____________________________

Number of years at present college: _____________

1. Why did you become a member of the Faculty Work Group?

2. How would you characterize the planning phase of the Faculty Pilot Project?

3a. Were the goals of the Faculty Pilot Project clear to you?

____ Yes ____ No

3b. Was the task of the Faculty Work Group clear to you?

____ Yes ____ No

Please Comment:

4. To what extent was the Faculty Work Group able to carry out its task?

____ very well
____ fairly well
____ somewhat
____ not well at all

Please Comment:

5. To what extent did the Faculty Work Group get the support it needed from the Consortium?

____ good support
____ fair support
____ little support

Please Comment:

6. To what extent was each of the Colloquia helpful to you?

1= very helpful
2= somewhat helpful
3= not very helpful
4= not at all helpful
5= did not attend

	1	2	3	4	5
a. Introductions/Video clips of Racially Charged Classroom Situations	__	__	__	__	__
b. Case Study. L. Scott/W. Welty	__	__	__	__	__
c. Student Views	__	__	__	__	__
d. Curriculum Transformation	__	__	__	__	__
e. Stage Theory of Black Racial Identity Development/W. Cross	__	__	__	__	__
f. Pedagogy:Cooperative Learning (Sr. Mary Hughes) Conclusion:Next Steps	__	__	__	__	__

7a. In what ways were participating in the Faculty Work Group and Faculty Colloquia helpful to you as a faculty member? [Check all that apply]

___ Made me more sensitive to cultural/racial differences
___ Increased my knowledge of different cultures
___ Helped me recognize the importance and connection between cultural diversity and my work
___ Raised my awareness of different learning styles and the need to include several pedagogical approaches to meet the needs of students from diverse cultural backgrounds
____ Helped me recognize the need to transform curriculum to include & appreciate a range of perspectives and epistemological approaches
____ Helped me gain pedagogical skills for dealing with racially-charged situations in classroom and with student
____ Other ____

____

7b. What areas would you have liked to have had dealt with which were not included?

8. In what ways could the Faculty Colloquia have been organized to be more helpful? [Check all that apply]

____ more sessions
____ longer sessions
____ more time for discussion
____ more small group exercises or activities
____ more presentations
____ fewer presentations
____ more audio visual materials
____ other : ____

9. As a result of participation in this project, have you changed or are you planning to change anything about the way in which you approach your work as a college faculty member?

Yes _____ No _____

Please comment (be as specific as possible):

10a. Since participating in this project, do you find yourself responding any differently to **students** different from yourself?

____ Yes ____ No

10b. Since participating in this project, do you find yourself responding any differently to **faculty** different from yourself?

____ Yes ____ No

Please Comment:

11a. Did you find it useful to develop and participate in faculty colloquia with faculty from Consortium colleges?

____ Yes ____ No ____ Somewhat

11b. Would you have preferred to develop and participate in faculty colloquia with faculty from just your college?

____ Yes ____ No

Please Comment:

12a. Would you help to develop and participate in future faculty development activities on multicultural issues?

____ Yes ____ No

12b. If 'Yes',

1) Would you prefer that they be organized for faculty just from your college?

____ Yes ____ No

2) Would you prefer that they be organized for faculty from the Westchester Colleges Consortium?

____ Yes ____ No

3) Would you like activities organized both at the college level and by the Consortium?

____ Yes ____ No

12c. In which of the following areas would you like further activities? [Check all that apply]

____ Curriculum transformation
____ Knowledge of cultural groups in the United States,

particularly of non European-American origin
____ Pedagogical strategies and techniques appropriate to students with diverse learning styles
____ Stage theory of racial identity development and intercultural sensitivity
____ Increased awareness of your own socialization and how it affects your interaction with students and my pedagogical styles
____ Skills and techniques for preventing, diffusing and responding assertively to racially and culturally charged situations in the classroom
____ Other:____

13a. Have you discussed your work as a member of the Faculty Work Group and the Faculty Colloquia with others?

____ Yes ____ No

13b. If 'Yes', with whom? [Check all that apply]

____ Other faculty
____ College administrators
____ Students
____ Academic colleagues from other institutions
____ Family and friends

13c. If so, how often?

____ rarely (no more than 3 times)
____ sometimes (no more than 5 times)
____ often (between 5-10 times)
____ regularly (more than 10 times)

14. Would you encourage other faculty to attend similar Faculty Colloquia on multicultural issues in the future?

____ Yes ____ No

Please Comment:

15. What is your best estimate of the extent of interest among faculty at your college in faculty development activities focusing on multicultural issues?

____ a high level of interest (more than 75% of the faculty)
____ considerable interest (50-75% of the faculty)
____ some interest (25-50% of the faculty)
____ a little interest (5-25% of the faculty)
____ very little interest (0-5% of the faculty)

Please Comment:

16. What approaches would you find helpful to encourage faculty from your college to participate in faculty development work on multicultural issues?

17. Have the goals of the Faculty Pilot Project been achieved?

____ Yes ____ No ____ Somewhat

Please Comment:

Thank you for completing this questionnaire!

WESTCHESTER COLLEGES PROJECT ON RACIAL DIVERSITY
FACULTY PILOT PROJECT - FALL 1994
FACULTY COLLOQUIA PARTICIPANT EVALUATION

DEMOGRAPHIC INFORMATION

Gender: __________

Racial/ethnic background: ________________________

Professorial rank: ______________________________

Tenured or untenured: ___________________________

Number of years at present college: ______________

1. To what extent was each of the Colloquia helpful to you?

1= very helpful
2= somewhat helpful
3= not very helpful
4= not at all helpful
5= did not attend

	1	2	3	4	5
a. Introductions/Video clips of Racially Charged Classroom Situations	__	__	__	__	__
b. Case Study. L. Scott/W. Welty	__	__	__	__	__
c. Student Views	__	__	__	__	__
d. Curriculum Transformation	__	__	__	__	__
e. Stage Theory of Black Racial Identity Development/W. Cross	__	__	__	__	__
f. Pedagogy:Cooperative Learning (Sr. Mary Hughes) Conclusion:Next Steps	__	__	__	__	__

2a. In what ways were participating in the Faculty Colloquia helpful to you as a faculty member? [Check all that apply]

___ Made me more sensitive to cultural/racial differences
___ Increased my knowledge of different cultures
___ Helped me recognize the importance and connection between cultural diversity and my work
___ Raised my awareness of different learning styles and the need to include several pedagogical approaches to meet the needs of students from diverse cultural backgrounds
____ Helped me recognize the need to transform curriculum to include & appreciate a range of perspectives and epistemological approaches

____ Helped me gain pedagogical skills for dealing with racially-charged situations in classroom and with student

____ Other ____

____

2b. What areas would you have liked to have had dealt with which were not included?

3. In what ways could the Faculty Colloquia have been organized to be more helpful? [Check all that apply]

____ more sessions
____ longer sessions
____ more time for discussion
____ more small group exercises or activities
____ more presentations
____ fewer presentations
____ more audio visual materials
____ other : ____

4a. Since participating in this project, do you find yourself responding any differently to **students** different from yourself?

____ Yes ____ No

4b. Since participating in this project, do you find yourself responding any differently to **faculty** different from yourself?

____ Yes ____ No

Please Comment:

5a. Would you participate in future faculty development activities on multicultural issues?

Yes _____ No ______ [If 'No', go to question #7]

5b. If 'Yes', in which of the following areas would you like further activities? [Check all that apply]

____ Curriculum transformation
____ Knowledge of cultural groups in the United States, particularly of non European-American origin
____ Pedagogical strategies and techniques appropriate to students with diverse learning styles
____ Stage theory of racial identity development and intercultural sensitivity
____ Increased awareness of your own socialization and how it affects your interaction with students and your pedagogical style
____ Skills and techniques for preventing, diffusing and responding assertively to racially and culturally charged situations in the classroom
____ Other:____

6a. Did you find it useful to participate in the faculty colloquia with faculty from Consortium colleges?

____ Yes ____ No ____ Somewhat

6b. Would you have preferred to participate in the faculty colloquia with faculty from just your college?

____ Yes ____ No

Please Comment:

7a. Have you discussed your participation in these Colloquia with others?

____ Yes ____ No

7b. If 'Yes', with whom? [Check all that apply]

____ Other faculty
____ College administrators
____ Students
____ Academic colleagues from other institutions
____ Family and friends

7c. If so, how often?

____ rarely (no more than 3 times)
____ sometimes (no more than 5 times)
____ often (between 5-10 times)
____ regularly (more than 10 times)

8. Would you recommend the Faculty Colloquia experience to other faculty from your college?

____ Yes ____ No

Please Comment:

9. What is your best estimate of the extent of interest among faculty at your college in faculty development activities focusing on multicultural issues?

____ a high level of interest (more than 75% of the faculty)
____ considerable interest (50-75% of the faculty)
____ some interest (25-50% of the faculty)
____ a little interest (5-25% of the faculty)
____ very little interest (0-5% of the faculty)

Please Comment:

10. What approaches are most likely to increase the participation of faculty from your college in faculty development work on multicultural issues?

11. How would you describe the overall administration and coordination of the Faculty Colloquia?

____ not at all coordinated
____ somewhat coordinated
____ well coordinated
____ very well coordinated

Please Comment:

12. Why did you participate in the Faculty Colloquia series sponsored by the Westchester Colleges Project on Racial Diversity?

13. Has the Colloquia series met your expectations?

____ Yes ____ No ____ Somewhat

Please Comment:

Thank you for completing this questionnaire!

Westchester Colleges
Project on Racial Diversity

REPORT ON EVALUATION OF QUESTIONNAIRES DISTRIBUTED TO PARTICIPANTS IN THE FACULTY PILOT PROJECT

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REPORT ON PARTICIPANT EVALUATIONS OF THE FACULTY PILOT PROJECT

Evaluations by Work Group Members

Eight of the nine Work Group members completed a questionnaire distributed at the last Faculty Colloquia in November, 1994. They were asked to reflect on their experiences as planning group members and as faculty members participating in the series of six colloquia. They were also asked to consider how this work could best move forward both at their own colleges and at a consortial level.

Planning Phase:

They characterized the planning phase of the Faculty Pilot Project as "productive...creative...a little ragged around the edges...hard work but rewarding...thought provoking...inadequate time (reported by four)...difficult...tentative." One member responded "I'm not sure we confronted our feelings".

Goals Tasks, and Support:

Half (4) reported that the goals and tasks of the Faculty Work Group were "clear"; three said "not really", and one responded "not clear". Two (2) felt the group got good support from the Consortium; four (4) felt support was "fair" and two (2) felt there was "little or no support". Comments included "We were left to do our own thing (three comments)...I didn't see any interference...I felt they [the Consortium] was behind us. We had to come up with our own guidelines,...very unclear... Would have liked more direction. Troublesome ...that bringing something back to our particular colleges had been put on hold. When asked the extent to which the Faculty Work Group was able to carry out its task, two (2) responded 'very well'; three (3) responded 'fairly well' and two (2) responded 'somewhat'. One did not respond. A poignant comment to this question was "I am beset by thoughts of not being prepared to do anything, beyond my own personal growth with the work done so far. I do feel, however, that we touched on crucial issues".

Two (2) faculty felt the goals of the Faculty Pilot Project had been achieved; four (4) that they had been achieved somewhat; two (2) didn't respond. Comments included the need for more time to see if the workshop methods can help us in our teaching environment. "My awareness of issues are better but I have not used the methods and techniques developed in our workshops....Difficult to assess... It seems we are still a bit uncertain as to what we want to do next and about evaluating the sessions....We need to continue evaluation. An important project objective is applying some techniques learned on my campus. If this activity is not successful, I do not think the colloquium has much value. It is not enough to change colloquium participants. We must become change agents on our campuses....This is a somewhat ambivalent 'Yes', that is more 'somewhat'. I feel good about this effort. I enjoyed being involved and I hope to play a role in this promotion of racial diversity issues at my own home college".

Evaluating the Colloquia:

Faculty Work Group members were asked the extent to which each of the colloquia was helpful to them. The results were as follows:

1= very helpful
2= somewhat helpful
3= not very helpful
4= not at all helpful
5= did not attend

	1	2	3	4	5
a. Introductions/Video clips of Racially Charged Classroom Situations	_	6	1	1	_
b. Case Study L.Scott/W.Welty	2	5	1	_	_
c. Student Views	4	4	_	_	_
d. Curriculum Transformation	4	2	_	_	_
e. Stage Theory of Black Racial Identity Development/W.Cross	4	1	2	_	_
f. Pedagogy:Cooperative Learning/ Sr. M. Hughes Conclusion: Next Steps	_	4	3	_	1

They were then asked to check which of the following ways participation in the Faculty Work Group had been helpful to them as a faculty member. The list with the number of respondents for each item is reprinted below:

8 - Made me more sensitive to cultural/racial differences.
4 - Increased my knowledge to different cultures.
8 - Helped me recognize the importance and connection between cultural diversity and my work.
6 - Raised my awareness of different learning styles and the need to include several pedagogical approaches to meet the needs

of students from diverse cultural backgrounds.
6 - Help me recognize the need to transform curriculum to include and appreciate a range of perspectives and epistemological approaches.
6 - Helped me gain pedagogical skills for dealing with racially-charged situations in classroom and with students

When asked the areas they would liked to have dealt with which weren't included, some of the responses are as follows. "More content-oriented material...expanding the pedagogical piece...more time...covering the existing topics in more depth." The need of longer than two hours (six respondents) and with more small group activities and exercises (four respondents) were the most frequent suggestions of ways the colloquia could have been organized to be more helpful.

The Effects of Participating in this Project:

Seven of the eight members of the Work Group reported changing how they approach their work as college faculty as a result of this Project. Four (4) said they respond to students different from themselves differently and three said they respond to faculty different from themselves differently. Specific comments included: "[I] try to explain multiculturalism rather than remain silent...I am less afraid to foreground racial difference as a possible site for the negotiation of impersonal understanding....I have avoided the issue of multiculturalism out of ignorance and fear to tread in areas I did not feel competent to deal with. I will now try to get competent (comfortable) and deal with these issues....[I have] rethought the way race and racial attitudes play a role in classroom functioning...Although I am still on guard to a certain extent, this project has helped me see that even though the liberalism of the 60's has dissipated, there are still concerned white people who want to improve racial climate. These good people need better tools/techniques....I have been involved for the past 4-5 years in multicultural and cultural awareness work. Participation in this project has served, nevertheless, to heighten my sensitivity even more and has introduced me to literature from other disciplines".

The Value of the Consortial Approach:

All who responded found it useful to develop and participate in the Faculty Colloquia with faculty from Consortium colleges; none would have preferred to do this work with faculty from just their college. They all said they would help to develop and participate in future faculty development activities on multicultural issues and that they would like them organized both at the college level and by the Consortium.

Topic Areas for Further Faculty Development:

Faculty were asked to check topics in the following list where they would like further activities. The list with the number of respondents for each topic is listed below.

5 - Curriculum Transformation
7 - Knowledge of cultural group in the U.S.,particularly of non European-American origin
6 - Pedagogical strategies and techniques appropriate to students

with diverse learning styles
6 - Stage theory of racial identity development and Intercultural sensitivity
7 - Increased awareness of your own socialization & how it affects your interaction with students and my pedagogical styles
7 - Skills & techniques for preventing, diffusing, and responding assertively to racially and culturally charged situations in the classroom

Discussion of and Support for a Faculty Development Project on Multicultural Issues at Your College:

All participants had discussed their work in this project with other faculty at their college, seven with students, family, and friends, and five with college administrators. All said they would encourage other faculty to attend similar Faculty Colloquia on multicultural issues in the future. One faculty Work Group member wrote as a comment to this question, "In general terms, I believe the majority of faculty are interested in improving their teaching skills. One way to do this is to 'tune in' to the positive aspects of multiculturalism". Regarding the extent of faculty interest in faculty development activities focusing on multicultural issues:

Considerable Interest (50-75%)	Some Interest (25-50%)	Little Interest (5-25%)
1	3	4

The word 'denial' was used in several comments here.

Asked what approaches would be helpful to encourage faculty from their college to participate in this faculty development work, responses included focusing on developing skills to be better teachers and linking this work to retention. For example, 'Show them how it can make their teaching more interesting for them and more rewarding". The need for paid release time in order to ensure commitment was also mentioned.

Evaluations by Faculty Who Participated in the Colloquia but were not Members of the Work Group

Ten faculty members completed a questionnaire distributed at the last Faculty Colloquia in November, 1994. They were asked to reflect on their experiences as faculty participants in the colloquia series and to consider how this work could be best continued both at their own colleges and at a consortial level.

Evaluating Each Colloquium:

Faculty were asked to the extent to which each of the Colloquia was helpful to them. The results were as follows:

TOPIC	Very Helpful	Somewhat Helpful	Not Very Helpful	Not At All Helpful	Did Not Attend
Intro./ Video-Clips	2	-	6	-	-
Case Study	5	3	1	-	2

Student Views	5	5	-	-	-
Curriculum Transformation	3	4	1	2	-
Stage Theory	2	4	3	-	1
Pedagogy & Next Steps	2	4	-	-	3

They were then asked to check which of the following ways participation in the colloquia had been helpful to them as a faculty member. The list with the number of respondents for each is printed below.

4 - Made me more sensitive to cultural/racial differences

1 - Increased my knowledge of different cultures

4 - Helped recognize the importance & connection between cultural diversity and my work

8 - Raised awareness of different learning styles & the need to include several pedagogical approaches to meet the needs of students from diverse cultural backgrounds

6 - Helped me recognize the need to transform curriculum to include & appreciate a range of perspectives & epistemogical approaches

2 - Helped me gain pedagogical skills for dealing with racially-charged situations in classroom and with students

3 - [Other comments] "Reinforced efforts already addressing this issue on my campus."
" Made me see my college's experience in relation to others".
"Made me realize the virtue of discussing difficult matters with teachers from other institutions".

Participants were asked to check all the ways they felt the Faculty Colloquia could have been organized to be more helpful. The list with the number of respondents for each item is printed below.

3 - more sessions
3 - longer sessions
5 - more discussion time
2 - more small group exercises or activities
1 - more presentations
2 - fewer presentations
2 - other: "It seemed just right"
"Less audio visual"

The Effects of Participating in this Project:

Three faculty reported they found themselves responding differently to students different from themselves and three faculty reported they found themselves responding differently to faculty different from themselves as a result of this project. Faculty comments included, "I reach out much more.... And now we need much more brainstorming & guidance. I don't believe we are prepared to 'take this back' to our schools.... I have a more general outlook coming from a 'homogeneous' system; I'm more aware of some of the undercurrents & resistance toward diversity issues....I'm not certain I've changed, But I might be wrong".

All ten checked they would participate in future faculty development activities on multicultural issues. They were then asked in which of the following areas would they like further activities. The list of areas with the number of respondents for each is listed below.

7 - Curriculum Transformation

7 - Knowledge of cultural groups in the U.S., particularly non European-American origin

7 - Pedagogical strategies & techniques appropriate to students with diverse learning styles

3 - Stage Theory of racial identity development & intercultural sensitivity

8 - Increased awareness of your own socialization & how it affects your interaction with students & your pedagogical style

8 - Skills & techniques for preventing, diffusing, and responding assertively to racially and culturally charged situations in the classroom

1 - [Other comments] Strategies for sensitivizing peers and/or superiors to personal behaviors which are offensive without offending. Approaches to involve faculty students.

The Value of the Consortial Approaches:

Nine responded that it was 'useful' to participate in the Faculty Colloquia with faculty from the Consortium colleges. One responded it was 'somewhat useful'. In a separate question all ten responded 'no' to the question "Would you have preferred to participate in the faculty colloquia with faculty from just your college?" Comments after these questions included:

> "- We may not talk freely because of 'in-house' politics.
> - Not **just** my faculty, although major focus probably should be on home campuses.
> - I think it was useful to share insights and listen to the thoughts and views of faculty from other colleges, because it gave us an understanding of the wide relevance of the issues discussed.
> - This Consortium dimension was essential!"

Discussion of and Support for a Faculty Development Project on

Multicultural Issues at Your College:

All ten faculty participants in the colloquia checked they would recommend the experience to other faculty from their college. Comments on this were as follows:

"-A broader view is always helpful for comparison/contrast purposes, e.g. sharing successes/failures in this are.

- The more people that get to hear about it, the more aware and openly we can chat about it.

- At present, though I could be persuaded otherwise, I think that maybe ten or twenty faculty would be greatly interested in attending, but others would have to be wooed. For both groups, interacting with other faculty from other schools might be key, especially if there were chances and ways for that to be less superficial."

All ten faculty had discussed their participation in these colloquia with others --

9 - with other faculty
9 - with students
9 - with family and friends
6 - with college administrators
5 - with academic colleagues from other institutions.

Three (3) faculty had spoken about the colloquia more than 10 times, two (2) between 5 and 10 times, and five (5) between 3 and 5 times. Regarding the extent of interest among faculty for faculty development activities focusing on multicultural issues, the responses were as follows:

High level of Interest + 75% of faculty	Considerable Interest 50-75% of the faculty	Some Interest 25-50% of the faculty	A Little Interest 5-25% of the faculty	Very Little Interest 0-5% of faculty
1	1	4	2	1

Comments on this question were:

"- We're moving away it seems from a multicultural approach. Also as state funding decreases, we have less financial aid to give, also affecting minority kids more than white.
- Limited and resistant; We need to discuss/address strategies for engaging faculty.
- Some believe it will never change, that the exercise is to just raise awareness while others feel it is non-existent; we have been focusing such issues for quite a few years.
- Over 50% would express interest; under 50%, way under, would volunteer time to work on this.
- Considerable conservatism on curriculum changes."

Asked what approaches would be helpful to encourage faculty from their college to participate in this faculty development work, the responses were as follows:

"- Expand same group of faculty and students
- More diverse faculty
- Target untenured faculty & those seeking promotion; many will need incentive to participate
- Hard to say
- On campus approaches seem to work best for us.
- Case studies & cooperative learning
- I wish I knew
- The case study & student views approaches are very stimulating. I would think that exciting speakers who have worked on transforming their own syllabi and creating new courses or exciting speakers who manifest the virtues of fresh multicultural approaches might most stimulate faculty."

Overall Coordination and Administration of the Faculty Colloquium and General Comments:

Three faculty reported the series as 'very well coordinated', six reported it was 'well coordinated', and one reported 'somewhat coordinated'. Comments at the end of this questionnaire were as follows:

"- Although some sessions would have done well by just plain solution seeking for problems attendees had.
- As a participant, I felt welcomed and had an idea of where the program was going. We began on time and ended on time. Issues were tied together.
- The tone and atmosphere created in Day One by Lucia Desir and Barbara Barnes were very good. Topics were all relevant and good materials offered. Timing served as unfortunate because we often broke off just as we were getting into it, but that's not the administrator's fault. I feel we new arrivals had too little idea of what the overall objectives were and what way we could best contribute: Were we to question(discuss presentations, share our problems, our successes...)?

DISCUSSION

The success of the Faculty Pilot Project has demonstrated that as a Consortium we can develop and implement a faculty experience addressing multicultural issues which is both beneficial and appreciated by faculty and also that there is much more to do.

Importance of A Consortial Approach

Moving outside the everyday life of department and campus politics has contributed significantly to the strength of this project. In both the evaluation questionnaires and in conversations, faculty strongly support joining with faculty from other colleges to explore and exchange views on multicultural issues, particularly those dealing with difficult classroom interactions. Faculty report that it is much easier to discuss problems, admit to difficulties and ask for support and assistance outside the context and framework of faculty evaluation, promotion, and tenure. Also forums do not apparently exist yet at most colleges which encourage and support personal, almost intimate, discussions which entail exposing difficulties in teaching some students who are culturally and racially different from oneself.

Learning that faculty from other colleges share similar concerns and face similar issues in both curriculum development and in teaching students culturally and racially different from oneself helped faculty to feel less alone and isolated. Difficulties and new challenges could be viewed not as a result of personal inadequacies but rather as a problem for higher education in general.

Faculty who reported beginning the colloquia series without understanding how much the context and practices of higher education are being challenged by those advocating multicultural approaches, said they gained new insight and understanding of multicultural issues. They also had been 'won over' to see the need for on-going work in this area. Being open to or taking the necessary risk to change one's views on such explosive and controversial topics as those growing out of multiculturalism would have been much more difficult if the dialogue had been limited to a simple college campus.

Next Steps:

While the experience of the six faculty colloquia was consistently evaluated very positively, the question of what should follow was more problematic. Two issues are clear. There are needs for on-going in-depth learning for faculty , including 1) more knowledge of cultural groups in the United States, 2) increased self awareness in relation to multicultural issues, 3) considerable attention to pedagogical issues, skills, and techniques appropriate to a diverse student body, and 4) more understanding of curriculum transformation processes, goals, and 'multicultural' content specific to each discipline.

Developing ways that new insights and knowledge can result in changes in classroom behavior, either in teacher-student interactions, or in the curriculum, will be important. How to do this was not addressed in the pilot project. In part this is an evaluation question. If there is success there will be changes in the classroom, but how will we know? We need to develop ways to notice these changes, to describe them, and to evaluate them.

Considerable attention also has to be given to finding approaches to this work which will encourage faculty to participate. Faculty mentioned connecting this project to effective teaching and to student retention. Appealing to faculty self interest and their need/desire to be successful as educators may be effective.

Westchester Colleges
Project on Racial Diversity

Appendix L

ADVISORY COUNCIL MEETING
MONDAY, MARCH 21, 1994
3:00 P.M.
MERCY COLLEGE

MINUTES

PRESENT:

Sr. Dorothy Ann Kelly	College of New Rochelle
Loretta Hauser	Iona College
Carol Tirado	Manhattanville College
Sr. Vicki Busch	Marymount College
Vonya Dyers	Mercy College
Ann Grow	Mercy College
Geoffrey Harter	Pace University
Daphne Dumas	Sarah Lawrence College
Ron Herron	Purchase College/SUNY
Barbara Barnes	Project Coordinator
Cathy Lavery	Project Assistant

I. PROJECT UPDATE AND DISCUSSION

A. Diversity Workshops

Barbara reported on the Diversity Workshops during the winter. Thirteen have been held, bringing the total to 101. There has been lower attendance at many of these last workshops, perhaps due in part to the bad weather and so many snow days and partly because this is the last group to be "volunteering" for workshops and they may not be committed. However, several of the workshops have gotten rave reviews by both the facilitators and the participants.

There will be two workshops scheduled for June: on June 9th at Mercy College and June 14th at Manhattanville. These will be for new hirees and others who have not yet attended a Diversity Workshop. A report listing staff from each college who have attended a Diversity Workshop since the beginning of the project will be available after April 1st. We estimate the number to be close to 1500. Because of downsizing at many of the colleges as well as the turnover, it will take time before we know what percentage of staff have actually attended a workshop. The goals for the Project are 90-95% of staff to attend. We hope we have reached this goal.

B. Proposal for a new FIPSE-funded Project Turned Down

Ron Herron reported that in early January the Consortium had submitted a proposal to FIPSE to do research on assessing campus racial climate. Our experience with the pre assessment of campus climate undertaken in the fall of 1991 led us to conclude there is much yet to be learned about how to assess the racial climate on a college campus. So many factors contribute to student feelings of discomfort, hostility, coolness, support, friendlessness, warmth, etc. The Steering Committee members feel we only "scratched the surface" with our pre assessment efforts. A research project would enable us to combine

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both grass roots efforts by campus-based research task forces with input from national experts in the field to develop methodologies and a user-friendly handbook for investigating campus racial climate. FIPSE, however, decided that the timing was not right; we are just now in the process of a post assessment of campus climate at the ten colleges. We need to demonstrate a post assessment process that is richer than what we did initially. FIPSE is encouraging us to apply for a research grant next year. They have expressed great interest in a project to develop ways to view and assess campus racial climate.

C. Campus-based Teams

Barbara Barnes reported that at the campus-based team leaders meeting held in late February there had been interest in having the Consortium sponsor on-going Diversity Workshops for new hirees at consortium colleges. This was preferable to having each college do its own training both because of the value of having facilitators not from the same college as participants and because consortium sponsorship gave the workshops increased importance. The campus-based team leaders felt that being part of a Consortium helped stimulate ideas and strengthened the on-going commitment to supporting diversity.

D. Year Three Evaluation

1. Value of the Consortial Approach

Barbara talked about the distribution of evaluation forms that were completed by Advisory Council members, Steering Committee members, and the Presidents, which will be included in the FIPSE report. She commented that the positive far out weighed the negative in these evaluations, and many believed that the consortial approach helped in getting projects implemented, helped to get activities organized, and enhanced the commitment by the colleges. Basically, reporting to other consortium representatives contributed to a higher level of performance.

2. The Effectiveness of the Workshop Experience

Barbara reported that in January a stratified sample of staff who had attended a Diversity Workshop and all TAs had been given questionnaires on the effectiveness of the workshop experience. Dr. Dawn Person and Barbara had developed the questionnaire which looked at the peer training model and the value of the consortial approach as well.

Quantitative data from these questionnaires has been tabulated and is being analyzed. Qualitative data is being tabulated now and a report on this part of the evaluation will be completed in the next few months.

3. Post Assessment of Campus Climate

Student questionnaires are ready, and will be delivered to colleges

BEST COPY AVAILABLE

early this week. The questions were developed by Dr. Ann Higgins and her research assistant Mimi Hamilton, from Fordham. Dr. Higgins worked with the pre assessment questionnaire and took the best questions from that and added new questions. Each college is developing its own strategy for obtaining a representative sample. Barbara stressed how important it is to achieve a strong representative sample of students this time. Twenty-five percent (25%) of the student target population usually insures a strong sample; however, it will differ according to the size of the institution.

In regard to distributing the survey, it was reported that it is best for faculty to give it in classes to a 'captive audience of students'. If this is not possible, Ron Herron suggested having faculty give it out in class and that students take it home and return it the next class. He did this in some classes at Purchase two years ago and it worked well. Sr. Dorothy Ann Kelly said that she personally had contacted faculty members to ask them to give class time to the completion of the questionnaire. She added that it may be beneficial for those in a higher academic position, such as a Dean or Provost, to ask faculty since it is essential to get their support for administering the survey to students in class.

When asked about mailing the questionnaires, Geoff Harter stated that the response rate generally is very low. It was concluded that the best means would be to have the questionnaires completed in the classroom.

Barbara mentioned that in the near future, staff will be contacted to do the post assessment questionnaire on campus climate, and that it too would be done using a stratified sample of staff.

E.. **Pilot Project for Faculty**

Barbara mentioned that the Pilot Project for Faculty has begun. The first working meeting will be on March 25th. There has already been a meeting with the high level academic officers and the faculty work group for multicultural issues. Barbara stated that the money for the project can be extended beyond the deadline of 8/31/94 at no cost. Barbara added that she is very pleased by the support the project has received by the FIPSE program officer. Sr. Dorothy emphasized that she hoped the academic officers will act like a steering committee so that faculty projects/activities will continue past the life of the grant.

F. Consortium Newsletter

Barbara told the members of the Advisory Council that she hopes to begin a newsletter for early summer. Ideas and suggestions should be submitted to the project office as soon as possible.

II. PLANNING FOR THE FUTURE

With the Project's future up in the air, Ann Grow suggested that a plan should be developed on possibilities to get future funding. Suggestions included Faculty/Staff Development funds, to grant money from NCCJ. Another suggestion was in order to secure and institutionalize diversity issues, it should be placed on the Presidents' agendas for regular review.

Vonya Dyers added her concern that campus-based teams and other structural activities might fall by the wayside at the conclusion of the grant. Perhaps organizing consortium-wide staff gatherings regularly will help to continue the Project's goals. Also, by continuing Diversity Workshops for new staff, it reinforces the benefits of peer training. Vonya suggested to Barbara that it would be beneficial to hold a meeting of all the TAs in early June for this group to think about future activities after the life of the grant.

Geoff Harter stressed the benefit of having a Project Office to keep everything organized and centralized. The office could continue to work with the consortium committees, publish newsletters, coordinate future workshops, or even work on activities involving students on issues of diversity. Sr. Dorothy commented that before FIPSE this type of work was directed towards students, but was done through the Student Affairs offices. Ron interjected that if the consortium does not have a project office to work out of, each institution will have to volunteer staff and consider changes with work load and distribution.

Sr. Dorothy reported that at their November 1993 meeting the Presidents expressed interest in supporting consortium-based activities after the life of the grant, but that she does not know for certain how that would translate into funding. The Presidents meet on March 22nd and this will be a topic of discussion.

III. APRIL GATHERING AT PEPSICO

Barbara reported that there will be a reception on April 27, 1994 between 4:00 - 6:00 pm at Pepsico Headquarters to celebrate the achievements and the on-going commitment to the Project and to diversity. Invitations will be mailed out early next week to all Advisory Council members and others who have contributed to making the Diversity Project so successful.

Westchester Colleges
Project on Racial Diversity

Appendix M

PRESIDENTS' MEETING
FRIDAY, MAY 20, 1994
MARYMOUNT COLLEGE
9:00 AM - 11:00 AM
MINUTES

PRESENT:

Sr. Dorothy Ann Kelly	College of New Rochelle FIPSE Project Co-Director
Dr. Ralph Schultz	Concordia College
Br. John G. Driscoll	Iona College
Sr. Brigid Driscoll	Marymount College
Dr. Jay Sexter	Mercy College
Dr. Patricia Ewers	Pace University Chair, Faculty Project
Dr. William Lacy	Purchase College
Dr. Joseph Hankin	Westchester Community College
Dr. Ron Herron	FIPSE Project Co-Director
Dr. Barbara Barnes	FIPSE Project Coordinator

ABSENT AND EXCUSED:

Dr. Marcia Savage	Manhattanville College
Dr. Alice Ilchman	Sarah Lawrence College

I. DISCUSSION OF RECOMMENDATIONS FROM THE WCPRD STEERING COMMITTEE

A. Financing the Office

The Presidents agreed with the recommendation of the Steering Committee, to fund a project office at a level equivalent to the current year (about $83,000.00), from September 1, 1994 - June 30, 1995. Considerable discussion followed regarding how to distribute the costs of the office in an equitable manner. One proposal had been developed which used the numbers of FT and FTE undergraduate students on Westchester campuses of Consortium Colleges to apportion the percentage of cost to be borne by each college. There was some discussion that perhaps a percentage of the total cost be distributed evenly and a higher percentage distributed by a formula, such as the FT and FTE undergraduate students. A suggestion to use each college's appropriate 'E and G' budgets as another criteria for equitably distributing a portion of the costs was also put forward.

The Presidents agreed to leave the details of working out just what formula would be used in apportioning costs for next year's project office to the Steering Committee. The Steering Committee would also work out the budget details.

Sarah Lawrence has decided not to participate in supporting a project office for next year. President Ilchman wrote a letter to Sr. Dorothy Ann expressing satisfaction with the staff development project and with the idea of a consortium, but, she reported, Sarah Lawrence never envisioned an on-going project office after the FIPSE grant was over. They wanted to continue as a Consortium member with the option to participate in future projects if they were felt to be in Sarah Lawrence's interests. President Ilchman stressed that Sarah Lawrence would, of course, pay its share for any activities in which it participated.

B. ACTIVITIES FOR THE PROJECT OFFICE

Considerable time during the first part of the 1994-1995 academic year will be spent finishing up work of the FIPSE-funded Project. We have been assured by our Program Officer that we can get a no cost extension of the grant for the fall semester.

The outside evaluator, Dawn Person, is scheduled to conduct her evaluation in October. She needs to review the reports on campus climate as part of this evaluation and they are not likely to all be completed before the end of the summer.

The Faculty Project will be conducting its pilot colloquia during the fall semester so there will be considerable work connected with that effort. A question was asked regarding a pre and post evaluation for the Faculty Pilot Project. Barbara Barnes responded that this might be difficult as those who were planning the activities would also be the primary participants. However, some type of questionnaire for faculty which asks their assessment of the campus climate with regard to diversity issues might be appropriate. Such information could be helpful in seeking outside funding for further work with faculty. The Presidents agreed that this would be a worthwhile effort; Barbara agreed to follow up on it.

The Presidents view work with faculty as an important priority. Dr. Jay Sexter, President of Mercy, shared a series of experiences at his college which he believes contributed both to convincing faculty of the seriousness of diversity issues and to polarizing the faculty. Al Sharpton, Leonard Jeffries, and the Unification Church [the 'Moonies'] each spoke there at different times under strict guidelines -- no outsiders, no publicity, and only $200.00 for expenses. There were heated debates and discussion at these events but no disruptions.

The Steering Committee has recommended that the Consortium sponsor several Diversity Workshops a year for new employees of consortium colleges.

For their primary efforts, however, the Steering Committee members are committed to returning to a focus on students. A generation of students are growing up in an increasingly diverse and, at times, intolerant society; there is increased diversity at our colleges, and a changing ethos about what higher education is for. In this context, it makes sense to find out what is happening at other colleges and to continue to work together to develop student projects.

Ron Herron cautioned the group to read the data on the post assessment of campus climate carefully. As multicultural issues come out in the open, there initially can be increased anger and even intolerance. Some of the data on the surface may even show a worsening of the campus climate. Another factor is that the student questionnaires have been given to a different cohort from those who completed the questionnaire two years ago. A suggestion was made to talk with individuals from those consortium colleges which have been engaged in a drug awareness program with its own questionnaire. Some of that data may give us further insight into the campus climate.

A suggestion was made that the Grants Offices of the Consortium Colleges be called on next year to help develop proposals for outside funding for consortium activities. They have the expertise. The project office might help coordinate these efforts, drawing on the expertise of others, but leaving some time for Barbara Barnes to provide services to consortium colleges.

II. REPORT ON THE FIPSE PROJECT

Barbara handed out several pages of data on the staff development project showing that 1200 staff and 167 security and public safety personnel attended over 200 workshops. There was also data on facilitators and hosting of activities broken down by college.

She reported that the student surveys on campus climate had generally been completed and data was now being tabulated. Five colleges can expect their data by the May 27th Steering Committee meeting -- College of New Rochelle, Concordia, Marymount, Mercy, and Westchester Community College. Data has been inputed in the order in which it was received by the Project Office.

Dr. Ann Higgins and her research assistant, Mimi Hamilton, have committed themselves to analyzing the data from each of the colleges which allowed them to conduct focus groups last fall. These reports are scheduled to be written over the summer.

A questionnaire on both campus climate and the effectiveness of the diversity workshop has been given to security and public safety personnel at all of the colleges. These questionnaires should be returned to the Project Office soon where they will be tabulated.

A questionnaire for staff asking their opinions primarily on the campus climate for students, but, in part, for themselves will be given out at the May 27th Steering Committee meeting. In January, there had been a questionnaire for staff and TAs on the effectiveness of the Diversity Workshop experience for them personally and for their work. Some concern was expressed that resistance was developing to all these questionnaires, but it was agreed that they are important for the grant and for our work on improving campus racial climate.

At this point, the meeting went into executive session.

3/94

A CONSORTIUM OFFICE FOR THE 1994-95 ACADEMIC YEAR

TASKS AND RESPONSIBILITIES

1. Complete the final report on the FIPSE funded project (due November 30, 1994, three months after the end of the grant period).

   Work with others to develop a proposal to seek funds either for dissemination or research as a follow up to this project.

2. Participate in and provide administrative support for the Faculty Pilot Project for which a three month extension past August 31, 1994 may be requested.

   Assist in seeking funds for on going work with faculty in this area.

3. Organize bi-monthly Diversity Workshops for staff at Consortium Colleges who are new employees or who have not attended a Diversity Workshop.

4. Publish a quarterly Consortium Newsletter.

5. Develop and coordinate on going diversity programs for TAs and others to promote leadership in and increased awareness of multicultural issues among consortium staff.

   Assist the on going work of Campus-based Teams.

6. Develop a project to train consortium staff in mediation/conciliation concepts and skills leading to the development of student peer mediation programs.

   Investigate possible sources of outside funds and develop funding proposals in this area.

7. Assist with other new projects for students.

WESTCHESTER COLLEGES CONSORTIUM ON RACIAL DIVERSITY

BUDGET: SEPTEMBER, 1994 - JUNE, 1995

A.	SALARIES			
	Director:	$39,866.00	(full-time)	
	Admin. Assistant:	17,500.00	(80%-time)	
	31% Fringe:	17,783.00		
	Temporary labor	1,000.00		
	2% Fringe:	20.00		
			Total:	76,169.00
B.	OFFICE AND SUPPLIES			
	Telephone @ $90 per month:	$ 900.00		
	Postage @ $120 per month:	1,200.00		
	Photocopying @ $90 per month:	900.00		
	Supplies @ $90 per month:	900.00		
	Miscellaneous:	2.111.00		
			Total:	6,011.00
C.	TRAVEL			
	Local @ .30 a mile for 1000 miles:	$ 300.00		
D.	DISSEMINATION/CONFERENCE ATTENDANCE FOR TWO EVENTS			
	Airfare @ $250 each	$ 500.00		
	Per diems for 4 days at $130 per day:	520.00		
			Total:	1,020.00
E.	OUTSIDE SPEAKERS FOR CONSORTIUM ACTIVITIES			
	Honoraria:	$ 2,000.00		
	Travel and per diems:	500.00		
			Total:	2,500.00
			GRAND TOTAL:	$86,000.00

Appendix O

OPINION SURVEY ON CAMPUS CLIMATE

Mark the appropriate letter after each number on the answer sheet. Make sure to fill in a letter for each number even when you respond on the questionnaire itself.

1. Residence
   A. Off-campus B. On-campus

2. Year in School
   A. Freshman B. Sophomore C. Junior D. Senior E. Other

3. Gender:
   A. Female B. Male

4. Racial/Ethnic Background
   A. Native American
   B. African American/Black
   C. Hispanic/Latino (specify nationality)______________________
   D. Asian American/Pacific Islander (specify nationality)______________
   E. White/Caucasian or other(if other please specify)______________

5. Are you an International Student? (Do not have U.S. citizenship)
   A. Yes (specify country)______________________________
   B. No

6. Age as of September, 1991
   A. Under 20 B. 20-21 C. 22-29 D. 30-39 E. 40 and over

7. Student status
   A. Full-time B. Part-time

8. Time when you attend most of your classes
   A. Day B. Evening/Weekend

SINCE JANUARY 1991, HAVE YOU PERSONALLY SEEN OR HEARD ANY OF THE FOLLOWING ON CAMPUS THAT YOU FELT WERE INSULTING TO YOU BECAUSE OF YOUR RACE, ETHNICITY, OR NATIONAL ORIGIN?

9. Jokes
   A. Yes B. No

10. Leaflets or posters
    A. Yes B. No

11. Spray-painted signs or slogans
    A. Yes B. No

12. Other graffiti
    A. Yes B. No

13. Articles or cartoons in campus newspapers or magazines
    A. Yes B. No

14. Comments on campus radio, TV, or bulletin boards
    A. Yes B. No

SINCE JANUARY 1991, HAVE YOU PERSONALLY SEEN OR HEARD ANY OF THE FOLLOWING ON CAMPUS THAT YOU THINK WERE INSULTING TO OTHER PEOPLE BECAUSE OF THEIR RACE, ETHNICITY, OR NATIONAL ORIGIN?

15. Jokes
    A. Yes B. No

16. Leaflets or posters
    A. Yes B. No

17. Spray-painted signs or slogans
    A. Yes B. No

18. Other graffiti
    A. Yes B. No

19. Articles or cartoons in campus newspapers or magazines
    A. Yes B. No

20. Comments on campus radio, TV, or bulletin boards
    A. Yes B. No

21. In the past 12 months have you been in a class where you felt students treated you negatively or embarrassed you because of your race, ethnicity, or national origin?
    A. Yes B. No

22. How often has this happened?
    A. Never B. Once C. 2 or 3 times D. More than 3 times

23. Have you been in a class in the past 12 months where you felt a teacher has treated you negatively or embarrassed you because of your race, ethnicity, or national origin?
    A. Yes B. No

24. How often has this happened?
    A. Never B. Once C. 2 or 3 times D. More than 3 times

WHAT ARE YOUR OPINIONS ABOUT THE CAMPUS ATMOSPHERE FOR MINORITIES? DO PEOPLE ON THIS CAMPUS BEHAVE TOWARDS THEM IN WAYS THAT ARE WELCOMING, HOSTILE, OR WITHOUT MUCH FEELING ONE WAY OR THE OTHER? FOR EACH OF THE FIVE GROUPS LISTED BELOW, FILL IN THE LETTER ON THE ANSWER SHEET FOR THE RESPONSE WHICH FITS BEST.

25. Native Americans/Native American Indians
    A. Hostile B. Somewhat Intolerant C. Neutral
    D. Somewhat Tolerant E. Welcoming

26. Asian American/Pacific Islanders
    A. Hostile B. Somewhat Intolerant C. Neutral
    D. Somewhat Tolerant E. Welcoming

27. African Americans/Blacks
    A. Hostile B. Somewhat Intolerant C. Neutral
    D. Somewhat Tolerant E. Welcoming

28. Latino/Hispanic
    A. Hostile B. Somewhat Intolerant C. Neutral
    D. Somewhat Tolerant E. Welcoming

29. Other
    A. Hostile B. Somewhat Intolerant C. Neutral
    D. Somewhat Tolerant E. Welcoming
    (Please specify other)____________________________________

30. Do you believe that discrimination against minorities on campus is still a problem or that discrimination is no longer a problem?
    A. Still a problem B. No longer a problem
    C. Not sure, don't know D. No answer

31. Do you think that minorities who graduate from your college have as good a chance as white graduates to get a job of their choice?
    A. Equal chance
    B. Whites have a better chance
    C. Minorities have a better chance
    D. Don't know, no answer

NOW WE ARE INTERESTED IN KNOWING OF ANY INCIDENTS OF PREJUDICE OR DISCRIMINATION YOU OBSERVED HAPPENING TO OTHERS WHERE RACE, ETHNICITY OR NATIONAL ORIGIN WERE MOTIVATING FACTORS.

32. Have you heard about or seen any incidents on campus since January, 1991, where others have been insulted, harassed, or attacked for what you would consider reasons of race, ethnicity, or national origin?
    A. No
    B. Yes; I heard about it (them)
    C. Yes; I personally saw it (them)

Please describe the most recent incident if you personally saw it. ____________________

____

____

33. Where did the incident happen?
    A. No incident observed
    B. Student Center/Cafeteria
    C. Classroom/hallway
    D. Dorm
    E. Other (please specify) ____________________

34. How did you feel about the incident(s)?
    A. No incident observed
    B. They didn't affect me.
    C. I felt angry, upset, disturbed, disgusted.
    D. I felt strongly that the victim(s) were treated unfairly and unjustly.
    E. I had other feelings: (they are) ____________________

____

____

35. Have any of these events affected or changed your academic or social life on campus in any way or are things pretty much the same?
    A. No, things are pretty much the same.
    B. Yes, it has affected me.
    C. Doesn't apply–I answered "No" to all questions above.

WE ARE NOW INTERESTED IN KNOWING MORE ABOUT ANY INCIDENTS OF PREJUDICE THAT MAY HAVE HAPPENED TO YOU PERSONALLY. SINCE JANUARY, 1991, HAVE ANY OF THE FOLLOWING HAPPENED TO YOU AT YOUR COLLEGE FOR WHAT YOU WOULD CONSIDER REASONS OF RACE, ETHNICITY, NATIONAL ORIGIN, RELIGION, SEX, SEXUAL ORIENTATION, HANDICAP OR ILLNESS?

36. Felt Ignored\Made to Feel Invisible
    A. No B. Yes-one time C. Yes- more than once

37. Was Called Names
    A. No B. Yes-one time C. Yes- more than once

38. Was Harassed
    A. No B. Yes-one time C. Yes- more than once

39. Was Threatened
    A. No B. Yes-one time C. Yes- more than once

40. Was Physically Attacked
    A. No B. Yes-one time C. Yes- more than once

41. Had My Property Damaged
    A. No B. Yes-one time C. Yes- more than once

42. Other
    A. No B. Yes-one time C. Yes- more than once
    If you answered yes to "Other" (please specify)______________________________
    ____

IF YOU RESPONDED NO, RESPONSE A FOR QUESTIONS 36-42, YOU MAY NOW TURN IN THE QUESTIONNAIRE. IF YOU RESPONDED YES, RESPONSE B OR C FOR QUESTION 36-42, CONSIDER THE MOST RECENT INCIDENT OR SERIES OF INCIDENTS AND RESPOND TO THE FOLLOWING QUESTIONS.

43. Was the focus of the offensive incident any of the following?
    (Fill in the letter(s) next to number 43 on the answer sheet for all that apply)
    A. Race B. Ethnicity C. Religion
    D. National origin E. None of the above

44. With regard to the same incident, was the focus any of the following?
    (Fill in the letter(s) next to number 44 on the answer sheet for all that apply)
    A. Sex B. Sexual orientation C. Illness D. Handicap
    E. None of the above or other (please specify other)

PLEASE DESCRIBE THE INCIDENT (OR SET OF RELATED INCIDENTS) THAT HAPPENED TO YOU? WHAT WAS SAID OR DONE? HOW DID YOU RESPOND? (IF YOU NEED MORE SPACE, WRITE ON THE BACK OF THIS PAPER.)

45. Where did the incident(s) happen?
    - A. Parking lot/Campus grounds
    - B. Classroom or halls
    - C. Student center/Cafeteria
    - D. Dorm
    - E. Other (please specify)________________

46. From what part of the college community was(were) the person(s) who committed the offense in the incident(s)?
    - A. Staff B. Administrator(s) C. Faculty D. Students
    - E. Other (please specify)________________

47. Was the act (were the acts) committed by only one or by more than one person?
    - A. One B. More than one C. Don't know

48. Did you know them, or were they strangers to you?
    - A. Known to me B. Strangers C. Not sure
    - D. Group included both strangers and persons known to me.

49. After the incident(s), did you confront the person(s) who did it? (Please remember to fill in the appropriate letter next to number 49 on the answer sheet even when you respond on the questionnaire itself)
    - A. Yes (please explain)________________

B. No, I did nothing, ignored them, or left the area.
C. I responded to them indirectly, such as joking, sarcasm, or something else.
D. Other(please explain)____

50. Did you talk about the incident(s) with anyone?
A. No
B. Yes (Whom did you talk with?)____________________________

51. Did you formally report the incident(s) to any campus official?
A. Yes B. No

52. If You did report the offense, to whom did you report it?
A. Not applicable/Did not report
B. Faculty
C. Dean of students/Counseling staff
D. Campus Security
E. Other (please specify)______________________________________

53. Did they respond to your reporting?
A. Not applicable/Did not report
B. No C. Yes
Please describe the response from each office where you reported the incident. Use the back of the page if you need more room.__________________________

IF YOU DID NOT REPORT THE INCIDENT, PLEASE INDICATE IF ANY OF THE REASONS STATED BELOW INFLUENCED YOUR DECISION. IF YOU REPORTED THE INCIDENT, FILL IN LETTER C (NOT APPLICABLE) FOR NUMBERS 54-65.

54. It wasn't serious or important.
A. Yes B. No C. Not applicable

55. They wouldn't do anything.
A. Yes B. No C. Not applicable

56. There was nothing they could do.
A. Yes B. No C. Not applicable

57. It was a private matter.
A. Yes B. No C. Not applicable

58. The person (s) who committed the offense didn't understand what they had done and reporting them wouldn't help.
A. Yes B. No C. Not applicable

59. I confronted the person (s) who committed the offense directly and thought that was enough.
A. Yes B. No C. Not applicable

60. I was afraid of retaliation by the offender or others.
A. Yes B. No C. Not applicable

61. I didn't want to or couldn't take the time--too inconvenient.
A. Yes B. No C. Not applicable

62. I was afraid it would only cause more problems between groups at school.
A. Yes B. No C. Not applicable

63. I was too humiliated or embarrassed by the incident and wanted to leave it behind as fast as possible.
A. Yes B. No C. Not applicable

64. It happens all the time.
A. Yes B. No C. Not applicable

65. Other
A. Yes B. No C. Not applicable
(specify)____
____
____

66. How did you feel about the incident(s)?
(Fill in the letter(s) for all that apply)
A. They didn't affect me.
B. I felt angry, upset, disturbed, disgusted.
C. I felt strongly that I was treated unfairly & unjustly.
D. I had other feelings.
They are:____
____
____

AS A RESULT OF THIS EVENT OR EVENTS, DID ANY OF THESE THINGS HAPPEN TO YOU?

67. Lost a friendship. A. No B. Yes

68. Had difficulty or broke up with spouse/significant other A. No B. Yes

69. Felt more nervous than usual A. No B. Yes

70. Had trouble waking up, slept more than usual A. No B. Yes

71. Tried to be less visible, not to let people notice you A. No B. Yes

72. Felt exhausted or weak for no reason A. No B. Yes

73. Became withdrawn A. No B. Yes

74. Felt as if you didn't want to live any longer A. No B. Yes

75. Had trouble in concentrating; couldn't work well A. No B. Yes

76. Used more alcohol, prescription drugs, or other drugs A. No B. Yes

77. Felt very angry A. No B. Yes

78. Wanted to hurt the people who hurt you A. No B. Yes

79. Lost or gained weight without intending to A. No B. Yes

80. Felt afraid of having more trouble in your life A. No B. Yes

81. Thought over and over again about the same problem or incident A. No B. Yes

82. Began to read books on coping and stress A. No B. Yes

83. Increased prayer or Bible study, or meditation A. No B. Yes

84. Struck out in anger at members of your family [IN ANY WAY] A. No B. Yes

THANK YOU FOR FILLING OUT THIS QUESTIONNAIRE

STAFF OPINION SURVEY ON CAMPUS CLIMATE - Winter/Spring 1992

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Mark the appropriate letter after each number on the answer sheet. Make sure to fill in a letter for each number even when you respond on the questionnaire itself.

INFORMATION ABOUT YOU - QUESTIONS 1-4 ARE OPTIONAL.

1. Sex:
   A. Female B. Male

2. Racial/Ethnic Background
   A. African American/Black
   B. Asian American/Pacific Islander (specify nationality)____________
   C. Hispanic/Latino (specify nationality)____________
   D. Native American
   E. White/Caucasian or other
   If other please specify____________

3. Age as of September, 1991
   A. Under 22
   B. 22-29
   C. 30-39
   D. 40-49
   E. 50 and over

4. Work Area
   A. Student Support
   B. Academic Support
   C. Security/Public Safety Personnel
   D. Clerical/Secretarial
   E. Administration or Other (please specify)____________

DURING THE LAST 12 MONTHS, HAVE YOU PERSONALLY SEEN OR HEARD ANY OF THE FOLLOWING ON CAMPUS THAT YOU THINK WERE INSULTING TO STUDENTS BECAUSE OF THEIR RACE, ETHNICITY, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, RELIGION, HANDICAP OR ILLNESS?

5. Jokes
   A. No B. Yes

6. Leaflets or posters
   A. No B. Yes

7. Spray-painted signs or slogans
   A. No B. Yes

8. Other graffiti
   A. No B. Yes

9. Articles or cartoons in campus newspapers or magazines
A. No B. Yes

10. Comments on campus radio, TV, or bulletin boards
A. No B. Yes

11. General comments anywhere on campus
A. No B. Yes

12. Harassing phone calls
A. No B. Yes

13. Was the focus of the offensive incident(s) any of the following? (Fill in the letter(s) next to number 13 on the answer sheet for all that apply)
A. Race
B. Ethnicity
C. Religion
D. National origin
E. None of the above

14. Was the focus of the offensive incident(s) any of the following? (Fill in the letter(s) next to number 14 on the answer sheet for all that apply)
A. Sex (sexual harassment)
B. Sexual orientation
C. Illness
D. Handicap
E. None of the above or other (Please specify other)____________________

WHAT ARE YOUR OPINIONS ABOUT THE CAMPUS ATMOSPHERE FOR MINORITIES/PEOPLE OF COLOR? DO YOU THINK THAT PEOPLE IN GENERAL ON THIS CAMPUS BEHAVE TOWARDS THEM IN WAYS THAT ARE WELCOMING, HOSTILE, OR WITHOUT MUCH FEELING ONE WAY OR THE OTHER? FOR EACH OF THE GROUPS LISTED BELOW, FILL IN THE LETTER ON THE ANSWER SHEET FOR THE RESPONSE WHICH FITS BEST.

15. Native Americans/Native American Indians
A. Hostile
B. Somewhat Intolerant
C. Don't Know
D. Somewhat Tolerant
E. Welcoming

16. Asian Americans/Pacific Islanders
A. Hostile
B. Somewhat Intolerant
C. Don't Know
D. Somewhat Tolerant
E. Welcoming

17. African Americans/Blacks
    A. Hostile
    B. Somewhat Intolerant
    C. Don't Know
    D. Somewhat Tolerant
    E. Welcoming

18. Latinos/Hispanics
    A. Hostile
    B. Somewhat Intolerant
    C. Don't Know
    D. Somewhat Tolerant
    E. Welcoming

19. Other (Please specify other)________________________________
    A. Hostile
    B. Somewhat Intolerant
    C. Don't Know
    D. Somewhat Tolerant
    E. Welcoming

20. Do you believe that discrimination against minorities/people of color on campus is still a problem?
    A. Still a problem
    B. No longer a problem
    C. Not sure, don't know
    D. Have not thought about it

21. Do you think that minorities/people of color who graduate from your college have as good a chance as white graduates to get a job of their choice?
    A. Equal chance
    B. Whites have a better chance
    C. Minorities/people of color have a better chance
    D. Don't know, haven't thought about it
    E. Don't know/can't decide

22. How would you characterize your college's effort to provide a welcoming and supportive climate for minorities/students of color?
    A. No visible effort is being made.
    B. A slight effort is being made.
    C. Some effort is being made.
    D. Considerable effort is being made.
    E. A great deal of effort is being made.

23. Do you know of activities, programs, or policies at your college which you believe are particularly helpful in providing a welcoming and supportive climate for minorities/students of color?
    A. Yes
    B. No

IF YOU RESPONDED YES FOR QUESTION 23 (RESPONSE A), PLEASE DESCRIBE AT LEAST ONE SUCH ACTIVITY, PROGRAM, OR POLICY.

24. Have you heard about or personally seen any incidents at your college during the last 12 months where students indicated they were treated negatively, embarrassed, insulted, harassed, or attacked for what you would consider reasons of race, ethnicity, national origin, sex, sexual orientation, religion, illness or handicap?
    A. No
    B. Yes; I heard about it (them)
    C. Yes; I personally saw it (them)

Please describe the most recent incident if you personally saw it.

IF RESPONDED NO FOR QUESTIONS 24, (RESPONSE A,) YOU MAY NOW TURN TO QUESTION 33. IF YOU RESPONDED YES, (RESPONSE B OR C FOR QUESTION 24), PLEASE RESPOND TO QUESTIONS 25-32, WITH REGARD TO THE MOST RECENT INCIDENT.

25. Was the focus of the offensive incident(s) any of the following? (Fill in the letter(s) next to number 25 on the answer sheet for all that apply)
    A. Race
    B. Ethnicity
    C. Religion
    D. National origin
    E. None of the above

26. Was the focus of the offensive incident(s) any of the following? (Fill in the letter(s) next to number 26 on the answer sheet for all that apply)
    A. Sex (sexual harassment)
    B. Sexual orientation
    C. Illness
    D. Handicap
    E. None of the above or other (Please specify other)________________________

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27. Where did the incident(s) happen?
   A. Administrative Offices/Halls
   B. Student Center/Student Event
   C. Cafeteria
   D. Parking Lot/Campus Grounds
   E. Other (please specify)________________________________

28. From what part of the college community was(were) the person(s) who committed the offense in the incident(s)?
   A. Students
   B. Faculty
   C. Staff/Administrators
   D. Visitors/Outsiders
   E. Other (please specify)________________________________

29. Did you formally report the incident(s) to any campus official?
   A. No
   B. Yes (to what office did you report it)________________________

30. Did they respond to your reporting?
   A. No
   B. Yes
   Please describe the response.

____

____

____

31. Did you talk about the incident(s) with anyone else?
   A. No
   B. Yes

32. With whom did you talk about the incident? (Fill in all that apply)
   A. Didn't speak with anyone else
   B. Spouse or family member
   C. Co-worker
   D. Counselor or clergy member
   E. Other (please specify other)____________________________

33. How did you feel about the incident(s)? (fill in all that apply)
   A. Didn't affect me.
   B. I felt angry, upset, disturbed, disgusted.
   C. I felt strongly that the individual(s) affected by the incident were treated unfairly and unjustly.
   D. I had other feelings. They are:____________________________

YOU'VE GIVEN YOUR OPINIONS ON THE CAMPUS ATMOSPHERE FOR VARIOUS GROUPS OF STUDENTS. NOW WE WOULD LIKE TO KNOW HOW YOU THINK STUDENT GROUPS PERCEIVE THE CAMPUS ATMOSPHERE FOR MINORITIES/PEOPLE OF COLOR.

34. Which of the following responses best fits how you think minorities/students of color perceive the campus atmosphere for themselves?
    A. Hostile
    B. Somewhat Intolerant
    C. Don't know
    D. Somewhat Tolerant
    E. Welcoming

35. Which of the following responses best fits how you think white students perceive the campus atmosphere for minorities/students of color?
    A. Hostile
    B. Somewhat Intolerant
    C. Don't know
    D. Somewhat Tolerant
    E. Welcoming

36. Have you heard about, personally seen or experienced any incidents at your college during the last 12 months where another staff member indicated, or you felt, put down, embarrassed, insulted, harassed, or attacked for what you would consider reasons of race, ethnicity, national origin, sex, sexual orientation, religion, illness, or handicap? (Fill in all that apply)
    A. No
    B. Yes, I heard about it (them)
    C. Yes, I personally saw it (them)
    D. Yes, I personally experienced it (them)
    Please describe the most recent incident if you personally saw it or experienced it.

____

____

____

____

IF YOU RESPONDED NO FOR QUESTIONS 36, (RESPONSE A,) YOU MAY NOW TURN TO QUESTION 44. IF YOU RESPONDED YES, (RESPONSE B, C, OR D FOR QUESTION 36), PLEASE RESPOND TO QUESTIONS 37-43 WITH REGARD TO THE MOST RECENT INCIDENT.

37. Was the focus of the offensive incident(s) any of the following? (Fill in the letter(s) next to number 37 on the answer sheet for all that apply)
    A. Race
    B. Ethnicity
    C. Religion
    D. National origin
    E. None of the above

38. Was the focus of the offensive incident(s) any of the following? (Fill in the letter(s) next to number 38 on the answer sheet for all that apply)
    A. Sex (sexual harassment)
    B. Sexual orientation
    C. Illness
    D. Handicap
    E. None of the above or other (Please specify other)__________________________

39. From what part of the college community was the employee who committed the offense?
    A. Administrative Staff
    B. Student Service Staff
    C. Faculty
    D. Public Safety Staff
    E. Other (please specify)____

40. Did you formally report the incident(s) to any campus official?
    A. No
    B. Yes (to what office did you report it)___________________________________

____

____

41. Did they respond to your reporting?
    A. No
    B. Yes
    Please describe the response.

____

____

____

____

42. Did you talk about the incident(s) with anyone else?
    A. No
    B. Yes, whom did you talk with?____

43. How did you feel about the incident(s)? (check all that apply)
    A. Didn't affect me.
    B. I felt angry, upset, disturbed, disgusted.
    C. I felt strongly that the individual(s) affected by the incident were treated unfairly and unjustly.
    D. I had other feelings. They are:_______________________________________

44. Have you heard any prejudicial comments or jokes made by a co-worker or friend in the past year? If so, how have you responded? (In answering this question, please refer to the most recent prejudicial remarks if you heard any.)
A. I have not heard such remarks in the past year.
B. I ignored the remarks.
C. I felt uncomfortable with the remarks but did not know how to respond, so I said nothing.
D. I told the individual who made the remarks that I felt uncomfortable with what was said.
E. I criticized the individual making the remarks and said it was wrong.

45. In the past year how many ethnic or racial 'minority' cultural or social events have you attended that were sponsored by a ethnic or racial 'minority' group on your campus or in your community?
A. None
B. One
C. More than one

46. Excluding your work relationships, does your immediate social group include members of different races?
A. Yes
B. No

47. To what extent do you feel comfortable giving direct criticism to individuals from a race other than your own?
A. Very uncomfortable
B. Somewhat uncomfortable
C. Somewhat comfortable
D. Generally comfortable

48. To what extent do you feel comfortable accepting criticism from individuals from a race other than your own?
A. Very uncomfortable
B. Somewhat uncomfortable
C. Somewhat comfortable
D. Generally comfortable

49. How often do you have informal conversations/contacts (small talk, lunch, etc.) with members of a different race?
A. Never
B. Very occasionally
C. Now and then
D. Frequently
E. Very often

THANK YOU FOR FILLING OUT THIS QUESTIONNAIRE

FACULTY OPINION SURVEY ON CAMPUS CLIMATE - Winter/Spring '92

Mark the appropriate letter after each number on the answer sheet. Make sure to fill in a letter for each number even when you respond on the questionnaire itself.

INFORMATION ABOUT YOU - QUESTIONS 1-4 ARE OPTIONAL.

1. Sex:
   A. Female
   B. Male

2. Racial/Ethnic Background
   A. African American/Black
   B. Asian American/Pacific Islander (specify nationality)________________
   C. Hispanic/Latino (specify nationality)________________
   D. Native American
   E. White/Caucasian or other (If other please specify)________________

3. Age as of September, 1991
   A. Under 22
   B. 22-29
   C. 30-3
   D. 40-49
   E. 50 and over

4. Work Area
   A. Faculty
   B. Faculty/Administrator Combination
   C. Administrator - Student Support
   D. Administrator - Academic Support
   E. Other (please specify)________________

DURING THE LAST 12 MONTHS, HAVE YOU PERSONALLY SEEN OR HEARD ANY OF THE FOLLOWING ON CAMPUS THAT YOU THINK WERE INSULTING TO STUDENTS BECAUSE OF THEIR RACE, ETHNICITY, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, RELIGION, HANDICAP OR ILLNESS?

5. Jokes
   A. No
   B. Yes

6. Leaflets or posters
   A. No
   B. Yes

7. Spray-painted signs or slogans
   A. No
   B. Yes

8. Other graffiti
   A. No
   B. Yes

9. Articles or cartoons in campus newspapers or magazines
   A. No
   B. Yes

10. Comments on campus radio, TV, or bulletin boards
   A. No
   B. Yes

11. General comments anywhere on campus
   A. No
   B. Yes

12. Harassing phone calls
   A. No
   B. Yes

13. Was the focus of the offensive incident(s) any of the following? (Fill in the letter(s) next to number 13 on the answer sheet for all that apply)
   A. Race
   B. Ethnicity
   C. Religion
   D. National origin
   E. None of the above

14. Was the focus of the offensive incident(s) any of the following? (Fill in the letter(s) next to number 14 on the answer sheet for all that apply)
   A. Sex (sexual harassment)
   B. Sexual orientation
   C. Illness
   D. Handicap
   E. None of the above or other (Please specify other)______________________________

WHAT ARE YOUR OPINIONS ABOUT THE CAMPUS ATMOSPHERE FOR MINORITIES/PEOPLE OF COLOR? DO YOU THINK THAT PEOPLE IN GENERAL ON THIS CAMPUS BEHAVE TOWARDS THEM IN WAYS THAT ARE WELCOMING, HOSTILE, OR WITHOUT MUCH FEELING ONE WAY OR THE OTHER? FOR EACH OF THE GROUPS LISTED BELOW, FILL IN THE LETTER ON THE ANSWER SHEET FOR THE RESPONSE WHICH FITS BEST.

15. Native Americans/Native American Indians
   A. Hostile
   B. Somewhat Intolerant
   C. Don't Know
   D. Somewhat Tolerant
   E. Welcoming

16. Asian Americans/Pacific Islanders
A. Hostile
B. Somewhat Intolerant
C. Don't Know
D. Somewhat Tolerant
E. Welcoming

17. African Americans/Blacks
A. Hostile
B. Somewhat Intolerant
C. Don't Know
D. Somewhat Tolerant
E. Welcoming

18. Latinos/Hispanics
A. Hostile
B. Somewhat Intolerant
C. Don't Know
D. Somewhat Tolerant
E. Welcoming

19. Other (Please specify other)____
A. Hostile
B. Somewhat Intolerant
C. Don't Know
D. Somewhat Tolerant
E. Welcoming

20. Do you believe that discrimination against minorities/people of color on campus is still a problem?
A. Still a problem
B. No longer a problem
C. Not sure, don't know
D. Have not thought about it

21. Do you think that minorities/people of color who graduate from your college have as good a chance as white graduates to get a job of their choice?
A. Equal chance
B. Whites have a better chance
C. Minorities/people of color have a better chance
D. Don't know, haven't thought about it
E. Don't know, can't decide

22. How would you characterize your college's effort to provide a welcoming and supportive climate for minorities/students of color?
    A. No visible effort is being made.
    B. A slight effort is being made.
    C. Some effort is being made.
    D. Considerable effort is being made.
    E. A great deal of effort is being made.

23. Do you know of activities, programs, or policies at your college which you believe are particularly helpful in providing a welcoming and supportive climate for minorities/students of color?
    A. Yes
    B. No

IF YOU RESPONDED YES FOR QUESTION 23 (RESPONSE A), PLEASE DESCRIBE AT LEAST ONE SUCH ACTIVITY, PROGRAM, OR POLICY.

____

____

____

____

____

____

____

24. Have you heard about or personally seen any incidents at your college during the last 12 months where students indicated they were treated negatively, embarrassed, insulted, harassed, or attacked for what you would consider reasons of race, ethnicity, national origin, sex, sexual orientation, religion, illness or handicap?
    A. No
    B. Yes; I heard about it (them)
    C. Yes; I personally saw it (them)
    Please describe the most recent incident if you personally saw it. ________________

____

____

____

IF YOU RESPONDED NO FOR QUESTIONS 24, (RESPONSE A,) YOU MAY NOW TURN TO QUESTION 33. IF YOU RESPONDED YES, (RESPONSE B OR C FOR QUESTION 24), PLEASE RESPOND TO QUESTIONS 24-32, WITH REGARD TO THE MOST RECENT INCIDENT.

25. Was the focus of the offensive incident(s) any of the following?
    (Fill in the letter(s) next to number 25 on the answer sheet for all that apply)
    A. Race
    B. Ethnicity
    C. Religion
    D. National origin
    E. None of the above

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26. Was the focus of the offensive incident(s) any of the following?
(Fill in the letter(s) next to number 26 on the answer sheet for all that apply)
A. Sex (sexual harassment)
B. Sexual orientation
C. Illness
D. Handicap
E. None of the above or other (Please specify other)______________________________

27. Where did the incident(s) happen?
A. Administrative Offices/Halls
B. Student Center/Student Event/Cafeteria
C. Classroom
D. Parking Lot/Campus Grounds
E. Other (please specify)______________________________

28. From what part of the college community was(were) the person(s) who committed the offense in the incident(s)?
A. Students
B. Faculty
C. Staff/Administrators
D. Visitors/Outsiders
E. Other (please specify)______________________________
____

29. Did you formally report the incident(s) to any campus official?
A. No
B. Yes (to what office did you report it)______________________________

30. Did they respond to your reporting?
A. No
B. Yes
Please describe the response.______________________________
____
____

31. Did you talk about the incident(s) with anyone else?
A. No
B. Yes

32. With whom did you talk about the incident? (Fill in all that apply)
A. Didn't speak with anyone else
B. Spouse or family member
C. Colleague
D. Counselor or clergy member
E. Other (please specify other)______________________________

33. How did you feel about the incident(s)? (fill in all that apply)
A. Didn't affect me.
B. I felt angry, upset, disturbed, disgusted.
C. I felt strongly that the individual(s) affected by the incident were treated unfairly and unjustly.
D. I had other feelings. They are:____
____

34. Which of the following responses best fits how you think minorities/students of color perceive the campus atmosphere for themselves?
A. Hostile
B. Somewhat Intolerant
C. Don't know
D. Somewhat Tolerant
E. Welcoming

35. Which of the following responses best fits how you think white students perceive the campus atmosphere for minorities/students of color?
A. Hostile
B. Somewhat Intolerant
C. Don't know
D. Somewhat Tolerant
E. Welcoming

36. Have you heard any prejudicial comments or jokes in the past year? If so, how have you responded? (In answering this question, please refer to the most recent prejudicial remarks if you heard any..)
A. I have not heard such remarks in the past year.
B. I ignored the remarks.
C. I felt uncomfortable with the remarks but did not know how to respond, so I said nothing.
D. I told the individual who made the remarks that I felt uncomfortable with what was said.
E. I criticized the individual making the remarks and said it was wrong.

37. In the past year how many ethnic or racial 'minority' cultural or social events have you attended that were sponsored by an ethnic or racial 'minority' group on your campus or in your community?
A. None
B. One
C. More than one

38. Excluding your work relationships, does your immediate social group include members of different races?
A. Yes
B. No

39. To what extent do you feel comfortable giving direct criticism to individuals from a race other than your own?
A. Very uncomfortable
B. Somewhat uncomfortable
C. Somewhat comfortable
D. Generally comfortable

40. To what extent do you feel comfortable accepting criticism from individuals from a race other than your own?
A. Very uncomfortable
B. Somewhat uncomfortable
C. Somewhat comfortable
D. Generally comfortable

41. How often do you have informal conversations/contacts (small talk, lunch, etc.) with members of a different race?
A. Never
B. Very occasionally
C. Now and then
D. Frequently
E. Very often

THANK YOU FOR FILLING OUT THIS QUESTIONNAIRE

Appendix P

OPINION SURVEY ON CAMPUS CLIMATE

Mark the appropriate letter after each number ON THE ANSWER SHEET. Make sure to fill in a letter for each number even when you respond on the questionnaire itself.

1. Residence
   A. Off -campus B. On-campus — A B

2. Year in School
   A. Freshman B. Sophomore C. Junior
   D. Senior E. Other — A B C D E

3. Sex: A. Female B. Male — A B

4. Racial/Ethnic Background — A B C D E
   A. Native American
   B. African American / Black
   C. Hispanic / Latino (specify nationality)
   D. Asian American / Pacific Islander (specify nationality)
   E. White / Caucasian or other (if other, please specify)

5. Are you an International Student? — A B
   (Do not have U.S. citizenship)
   A. Yes (specify country)____________________
   B. No

6. Age as of September, 1993 — A B C D E
   A. Under 20 B. 20-21 C. 22-29
   D. 30-39 E. 40 and over

7. Student Status
   A. Full-time B. Part-time — A B

8. Time when you attend most of your classes — A B
   A. Day B. Evening/Weekend

ACADEMIC ATMOSPHERE: The following ask your opinions about the academic atmosphere at this college, both in the classroom and in the relationships between students and faculty and between students and administration/staff.

	There is adequate representation of racial/ ethnic diversity among	STRONGLY DISAGREE		NEUTRAL		STRONGLY AGREE
9.	Faculty	A	B	C	D	E
10.	Professional Staff / Administration	A	B	C	D	E
11.	Office secretaries / staff	A	B	C	D	E

	I am personally treated fairly by	NONE OF THE TIME		SOME OF THE TIME		ALMOST ALL OF THE TIME
12.	Faculty	A	B	C	D	E
13.	Professional Staff / Administration	A	B	C	D	E
14.	Office secretaries / staff	A	B	C	D	E

	There is favoritism shown to some students by	STRONGLY DISAGREE		NEUTRAL		STRONGLY AGREE
15.	Faculty	A	B	C	D	E
16.	Administration	A	B	C	D	E
17.	Office secretaries / staff	A	B	C	D	E

If so, what do you think the favoritism is based on? ______________________________

18.	The faculty's expectations for me are	A	B	C	D	E

A. None that I am aware of
B. Lower than they should be
C. Appropriate for me
D. Challenging
E. Unreasonably high

	How much support does each give to student-sponsored events focused on concerns and/or celebrations of racial and ethic identities	NONE		SOME		VERY SUPPORTIVE
19.	Faculty	A	B	C	D	E
20.	Administration	A	B	C	D	E
21.	Other students	A	B	C	D	E

	The faculty on this campus	NOT AT ALL		SOMEWHAT		VERY MUCH
22.	Have a commitment to diversity	A	B	C	D	E
23.	Provide effective leadership in addressing student concerns	A	B	C	D	E
24.	Understand today's students and their problems	A	B	C	D	E
25.	Understand students of color	A	B	C	D	E
26.	Are paternalistic/maternalistic	A	B	C	D	E

ADMINISTRATION AND STAFF: The following ask your opinions about the atmosphere as it relates to the administration, staff, their actions and their policies.

	The Administration on this campus	NOT AT ALL		SOMEWHAT		VERY MUCH
27.	Has a commitment to diversity	A	B	C	D	E
28.	Is effective and quick to react to crises	A	B	C	D	E
29.	Provides effective leadership in addressing student concerns	A	B	C	D	E
30.	Understands today's students and their problems	A	B	C	D	E
31.	Understands students of color	A	B	C	D	E
32.	Is paternalistic/maternalistic	A	B	C	D	E

	The campus security	NOT AT ALL		SOMEWHAT		VERY MUCH
33.	is effective in handling problems	A	B	C	D	E
34.	creates a safe atmosphere	A	B	C	D	E

		RUDE	COLD	BUSINESS LIKE	CORDIAL	VERY CORDIAL
35.	The staff in the offices that deal with students' scheduling, registration, and finances are	A	B	C	D	E

CLIMATE: The following ask your opinions about the climate of the college and how it is created and changed.

		NOT AT ALL		SOMEWHAT		VERY MUCH
36.	Students respect each other regardless of cultural background or racial identity.	A	B	C	D	E

The atmosphere on this campus can be described as

		INDICATE (FROM A TO E) HOW YOU JUDGE THE ATMOSPHERE				
37.	(A) Very cliquish .... (E) Open	A	B	C	D	E
38.	(A) Warm and friendly .... (E) Cold and Hostile	A	B	C	D	E
39.	(A) Highly individualistic ...... (E) Conforming	A	B	C	D	E
40.	(A) Tense .... (E) Calm	A	B	C	D	E

	The following groups contribute to campus climate. On this campus their contributions are	HARMFUL	NEGATIVE	NEUTRAL	POSITIVE	VERY BENEFICIAL
41.	Students	A	B	C	D	E
42.	Faculty	A	B	C	D	E
43.	Administration	A	B	C	D	E
44.	Office secretaries / staff	A	B	C	D	E

	To what extent is each responsible for initiating specific changes to improve our campus climate?	NOT AT ALL		SOMEWHAT		VERY MUCH
45.	Students	A	B	C	D	E
46.	Faculty	A	B	C	D	E
47.	Administration	A	B	C	D	E
48.	Office secretaries / staff	A	B	C	D	E

	How effective has each been in making changes which improved the college climate in the last year?	NOT AT ALL		SOMEWHAT		VERY MUCH
49.	Students	A	B	C	D	E
50.	Faculty	A	B	C	D	E
51.	Administration	A	B	C	D	E
52.	Office secretaries / staff	A	B	C	D	E

For example, ____

ORGANIZATIONS: The following questions ask your opinions about the formal and informal organizations on campus, as well as the campus climate.

	How effectively are the interests and concerns of the following groups reported in the college media (newspapers, bulletin boards, radio station, etc.)?	BIASED	TOO MUCH ATTENTION	ACCURATE	TOO LITTLE ATTENTION	IGNORED
53.	Administration	A	B	C	D	E
54.	Faculty	A	B	C	D	E
55.	Mainstream student body	A	B	C	D	E
56.	Student Government	A	B	C	D	E
57.	Students of color	A	B	C	D	E
58.	Select students or student groups	A	B	C	D	E

Please identify select students or student groups ____

		STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE
59.	There are enough different kinds of organizations and activities available to meet the needs of all students	A	B	C	D	E

	In my opinion, I think students of color:	NOT AT ALL		SOME WHAT		VERY MUCH
60.	can find courses that reflect their interests	A	B	C	D	E
61.	can relate to faculty	A	B	C	D	E
62.	can relate to administrators	A	B	C	D	E
63	can find activities that reflect their interests	A	B	C	D	E
64.	are well served by college support services	A	B	C	D	E
65.	have informal peer networks	A	B	C	D	E

	In my opinion, I think that women:	NOT AT ALL		SOME WHAT		VERY MUCH
66.	can find courses that reflect their interests	A	B	C	D	E
67.	can relate to faculty	A	B	C	D	E
68.	can relate to administrators	A	B	C	D	E
69	can find activities that reflect their interests	A	B	C	D	E
70.	are well served by college support services	A	B	C	D	E
71.	have informal peer networks	A	B	C	D	E

	In my opinion, I think that Gays/Bisexuals/Lesbians:	NOT AT ALL		SOME WHAT		VERY MUCH
72.	can find courses that reflect their interests	A	B	C	D	E
73.	can relate to faculty	A	B	C	D	E
74.	can relate to administrators	A	B	C	D	E
75.	can find activities that reflect their interests	A	B	C	D	E
76.	are well served by college support services	A	B	C	D	E
77.	have informal peer networks	A	B	C	D	E

	What effect does each of the following have on campus climate?	Don't Know	Unites Whole Campus	Supports Separate Identities	Divides/ Creates Conflict	Has Little Effect
78.	Residence Halls:	A	B	C	D	E
79.	African American Student Organizations:	A	B	C	D	E
80.	Hispanic Student Organizations:	A	B	C	D	E
81.	Women's / Feminist Groups:	A	B	C	D	E
82.	Student Government:	A	B	C	D	E

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What are your opinions about the campus atmosphere for students of color? Do people in general on this campus behave towards others in ways that are welcoming, hostile, or without much feeling one way or the other? For each of the five groups listed below, fill in the letter on the answer sheet for the response which fits best.

		HOSTILE	SOMEWHAT INTOLERANT	IGNORES THEM/US	SOMEWHAT TOLERANT	WELCOMING
83.	Native Americans/Native American Indians	A	B	C	D	E
84.	Asian American / Pacific Islanders	A	B	C	D	E
85.	African American / Blacks	A	B	C	D	E
86.	Latino / Hispanic	A	B	C	D	E
87.	International Students	A	B	C	D	E
88.	Other (specify)____________________	A	B	C	D	E

89. Do you think that people of color who graduate from this college are being well prepared for the future?

NOT AT ALL		SOMEWHAT		VERY MUCH
A	B	C	D	E

90. Do you think that people of color who graduate from this college have as good a chance as white graduates to get a job of their choice? A B C D
    - A. Equal Chance
    - B. Whites have a better chance
    - C. People of color have a better chance
    - D. Don't know

91. Do you believe that discrimination against people of color on campus is still a problem or that discrimination is no longer a problem? A B C D
    - A. Is still a problem
    - B. Is no longer a problem
    - C. Not sure, don't know
    - D. Don't know, haven't thought about it

92. How would you characterize your college's efforts to provide a welcoming and supportive climate for people of color ? A B C D E
    - A. No visible effort is being made
    - B. A slight effort is being made
    - C. Some effort is being made
    - D. Considerable effort is being made
    - E. A great deal of effort is being made

93. Do you know of activities, programs, or policies at your college which you believe are particularly helpful in providing a welcoming and supportive climate for people of color?

YES	NO
A	B

If you responded YES, please describe at least one such activity, program or policy.

____

____

COLLEGE VALUES & PERSONAL BELIEFS: The following questions ask your opinions about the values and beliefs held on this campus.

		NOT AT ALL		SOMEWHAT		VERY MUCH
94.	This college and its leaders convey a sense of values and have the expectations that all of us will live by them in our lives. (CIRCLE ON ANSWER SHEET)	A	B	C	D	E

These values are (FILL IN BELOW):

____

____

____

		NOT AT ALL		SOMEWHAT		VERY MUCH
95.	I plan to live by these values in my life. (CIRCLE ON ANSWER SHEET)	A	B	C	D	E

In addition to valuing education, my three most important personal values are (FILL IN BELOW):

____

____

____

In addition to education, most other students seem to value (FILL IN BELOW):

____

____

RETURN TO THE ANSWER SHEET FOR THE NEXT QUESTIONS

		NO	MAYBE	PROBABLY	YES	ENTHUSIASTICALLY
96.	I would recommend this college to a close relative or friend.	A	B	C	D	E

Since September 1993, have you personally seen or heard of any of the following on campus that you felt were insulting TO YOU because of your race, ethnicity, or national origin? Or that you think were insulting TO OTHER PEOPLE because of their race, ethnicity, or national origin?

		FREQUENTLY	OCCASIONALLY	SELDOM	NEVER
	Jokes				
97.	To me	A	B	C	D
98.	To other people	A	B	C	D
	Leaflets or posters				
99.	To me	A	B	C	D
100.	To other people	A	B	C	D
	Spray-painted signs or slogans				
101.	To me	A	B	C	D
102.	To other people	A	B	C	D
	Other graffiti				
103.	To me	A	B	C	D
104.	To other people	A	B	C	D

	Articles or cartoons in campus newspapers or magazines	FREQUENTLY	OCCASIONALLY	SELDOM	NEVER
105.	To me	A	B	C	D
106.	To other people	A	B	C	D
	Comments on campus radio, TV, or bulletin boards	FREQUENTLY	OCCASIONALLY	SELDOM	NEVER
107.	To me	A	B	C	D
108.	To other people	A	B	C	D
109.	In the past 12 months have you been in a class where you felt students treated you negatively or embarrassed you because of your race, ethnicity, or national origin?	3+ TIMES A	2 or 3 TIMES B	ONCE C	NEVER D
110.	In the past 12 months have you been in a class where you felt a teacher treated you negatively or embarrassed you because of your race, ethnicity, or national origin?	3+ TIMES A	2 or 3 TIMES B	ONCE C	NEVER D

We are now interested in knowing more about any incidents of prejudice that may have happened to you personally. Since September 1993, have any of the following happened to you at this college for what you would consider reasons of race, ethnicity, national origin, religion, sex or sexual orientation?

		NO	YES -ONE TIME	YES -MORE THAN ONCE
111.	Felt Ignored / Made to feel Invisible	A	B	C
112.	Was Called Names	A	B	C
113.	Was Harassed	A	B	C
114.	Was Threatened	A	B	C
115.	Was Physically Attacked	A	B	C
116.	Had My Property Damaged	A	B	C
117.	Other	A	B	C

If you answered yes to Other (117) (please describe) ______________________________

____

If you responded NO, response A for all questions (111-117), you may now turn in the questionnaire.

If you responded YES, response B or C for any questions (111-117), consider the most recent incident or series of incidents and respond to the following questions.

The following 5 questions ask you to describe that incident or incidents which occurred at this college because of reasons of race, ethnicity, national origin, religion, sex or sexual orientation.

- Please describe an incident (or set of related incidents) that involved to you? What was the incident? Who was involved? How were you involved? Where did it take place? What do you believe was the reason? (If you need more space, write on the back of this paper.) ______________________________

____

____

____

____

____

- How did the incident end? Was it reported? To whom? By whom? What did you do? What did you feel like doing? (If you need more space, write on the back of this paper).

- There are many reasons why incidents of prejudice may not be reported. For instance, those affected by the incident may have felt: it wasn't really important, no one would do anything, it was a private matter, they were frightened, it would cause more problems, it happens all the time, etc.

  If the incident described above was not reported, what do you think were the reasons? (If you need more space, write on the back of this paper).

- When an incident of prejudice occurs, regardless of how "serious" it is or whether it is reported, there are often consequences for the people involved, especially for the person who is the target of the prejudice. Were you the target of this incident? YES_____ NO_____

Sometimes people lose friends, feel nervous or exhausted, feel angry and want to hurt the people who did it, use more alcohol, prescription drugs or other drugs, can't get the incident off their minds, get angry at people close to them, lose weight, overeat, etc.

What consequences have there been for you as a result of this incident, whether you were the target or not? How have you handled them? How do you feel now? (If you need more space, write on the back of this paper).

- Looking back now, do you feel you understand why this incident occurred? Please explain. (If you need more space, write on the back of this paper).

STAFF OPINION SURVEY ON CAMPUS CLIMATE

Mark the appropriate letter after each number on the answer sheet. Make sure to fill in letter for each number even when you respond on the questionnaire itself.

INFORMATION ABOUT YOU:

1. Sex: A B
   - A. Female
   - B. Male

2. Racial/Ethnic Background A B C D E
   - A. African American/Black
   - B. Asian American/Pacific Islander (please specify nationality)____________________
   - C. Hispanic/Latino (please specify nationality) ____________________
   - D. Native American
   - E. White/Caucasian or Other
     (If Other, please specify)____________________

3. Age as of January 1994 A B C D E
   - A. Under 22
   - B. 22-29
   - C. 30-39
   - D. 40-49
   - E. 50 and over

4. Work Area A B C D E
   - A. Student Support
   - B. Academic Support
   - C. Clerical/Secretarial
   - D. Administration or other (please specify)____________________

5. Did you attend a day long Diversity Workshop sponsored by the Westchester Colleges Project on Racial Diversity? A B
   - A. Yes
   - B. No

The following ask your opinions about academic, social and personal interactions at this college with respect to equity and diversity concerns.

There is adequate representation of racial/ethnic diversity among	Strongly Disagree		Don't know or Neutral		Strongly Agree
6. Faculty	A	B	C	D	E
7. Professional Staff	A	B	C	D	E
8. Administration	A	B	C	D	E
9. Office Secretaries/Staff	A	B	C	D	E

I am personally treated fairly by

		None of the Time		Some of the Time		Almost all the time
10.	Faculty	A	B	C	D	E
11.	Students	A	B	C	D	E
12.	Professional Staff	A	B	C	D	E
13.	Administration	A	B	C	D	E
14.	Office Secretaries/Staff	A	B	C	D	E

Students are treated fairly by

		None of the Time		Some of the Time		Almost all the Time
15.	Faculty	A	B	C	D	E
16.	Professional Staff	A	B	C	D	E
17.	Administration	A	B	C	D	E
18.	Office Secretaries/Staff	A	B	C	D	E

There is favoritism shown to some students by

		Strongly Disagree		Don't know or Neutral		Strongly Agree
19.	Faculty	A	B	C	D	E
20.	Professional Staff	A	B	C	D	E
21.	Administration	A	B	C	D	E
22.	Office Secretaries/Staff	A	B	C	D	E

If so, what is the cause of favoritism? ______________________________

How much support does each give to student-sponsored events focused on concerns and/or celebrations of racial and ethnic identities?

		None		Some		Very Supportive
23.	Faculty	A	B	C	D	E
24.	Professional Staff	A	B	C	D	E
25.	Administration	A	B	C	D	E
26.	Other Students	A	B	C	D	E

The faculty on this campus

		Not At All		Somewhat		Very Much
27.	Have a commitment to diversity	A	B	C	D	E
28.	Provide effective leadership in addressing student concerns	A	B	C	D	E
29.	Understanding today's students and their problems	A	B	C	D	E
30.	Understand students of color/minorities	A	B	C	D	E
31.	Are paternalistic/maternalistic	A	B	C	D	E

The Aministration on this campus

		Not At All		Somewhat		Very Much
32.	Has a commitment to diversity	A	B	C	D	E
33.	Is effective and quick to react to crises	A	B	C	D	E
34.	Provides effective leadership in addressing student concerns	A	B	C	D	E
35.	Understands today's students and their problems	A	B	C	D	E
36.	Understands students of color/ minorities	A	B	C	D	E
37.	Is paternalistic/maternalistic	A	B	C	D	E

CLIMATE: The following ask your opinions about the climate of the college and how it is created and changed.

		Not At All	Somewhat	Very Much	Don't Know
38.	I think students respect each other regardless of cultural background or racial diversity.	A	B	C	D

The atmosphere for students on this campus can be described as

		Indicate(from A to C) How You Judge the Atmosphere			
39..	(A) Very cliquish .... (C) Open	A	B	C	D
40.	(A) Warm/friendly .... (C) Cold/hostile	A	B	C	D
41.	(A) Individualistic.................................... (C) Conforming	A	B	C	D
42.	(A) Tense .... (C) Calm	A	B	C	D

The following groups contribute to campus climate.
On this campus their contributions are

		Very Harmful	Negative	Neutral	Positive	Beneficial
43.	Students	A	B	C	D	E
44.	Faculty	A	B	C	D	E
45.	Professional staff	A	B	C	D	E
46.	Administration	A	B	C	D	E
47.	Office secretaries /Staff	A	B	C	D	E

To what extent is each responsible for initiating specific changes to improve our campus climate?

		Not At All		Somewhat		Very Much
48.	Student	A	B	C	D	E
49.	Faculty	A	B	C	D	E
50.	Professional staff	A	B	C	D	E
51.	Administration	A	B	C	D	E
52.	Office secretaries/Staff	A	B	C	D	E

How effectively has each been in making changes which improved the college climate in the last year?

		Not At All		Somewhat		Very Much
53.	Students	A	B	C	D	E
54.	Faculty	A	B	C	D	E
55.	Professional staff	A	B	C	D	E
56.	Administration	A	B	C	D	E
57.	Office secretaries/Staff	A	B	C	D	E

		Not At All		Somewhat		Very Much
58.	To what extent do you think having staff attend a day long Diversity Workshop has contributed to improving the campus climate?	A	B	C	D	E

In my opinion, I think students of color/minorities

		Not At All		Somewhat		Very Much
59.	can find courses which reflect their interest	A	B	C	D	E
60.	can relate to faculty	A	B	C	D	E
61.	can relate to administrators	A	B	C	D	E
62.	can find activities that reflect their interests	A	B	C	D	E
63.	are well served by college support services	A	B	C	D	E

In my opinion, I think that women students

		Not At All		Somewhat		Very Much
64.	can find courses that reflect their interests	A	B	C	D	E
65.	can relate to faculty	A	B	C	D	E
66.	can relate to administrators	A	B	C	D	E
67.	can find activities that reflect their interests	A	B	C	D	E
68.	are well served by college support services	A	B	C	D	E

	In my opinion, I think that Gay/Bisexual/Lesbian students	Not At All		Somewhat		Very Much
69.	can find courses that reflect their interests	A	B	C	D	E
70.	can relate to faculty	A	B	C	D	E
71.	can relate to administrators	A	B	C	D	E
72.	can find activities that reflect their interests	A	B	C	D	E
73.	are well served by college support services	A	B	C	D	E

What effect does each of the following have on campus climate?

		Don't Know	Unites Whole Campus	Supports Separate Identities	Divides/ Creates Conflict	Has Little Effect
74.	Residence Halls	A	B	C	D	E
75.	Intercollegiate Sports	A	B	C	D	E
76.	Black Student Organization	A	B	C	D	E
77.	Latin/Hispanic Organizations	A	B	C	D	E
78.	Student Government	A	B	C	D	E

Do people in general on this campus behave towards others in ways that are welcoming, hostile, or without much feeling one way or the other? For each of the five groups listed below, fill in the letter on the answer sheet for the response which fits best.

		Hostile Intolerant	Somewhat Them/Us	Ignores Tolerant	Somewhat	Welcoming
79.	Native Americans/Native American Indians	A	B	C	D	E
80.	Asian American/Pacific Islanders	A	B	C	D	E
81.	African American/Blacks	A	B	C	D	E
82.	Latino/Hispanic	A	B	C	D	E
83.	International Students	A	B	C	D	E
84.	Other (specify):____________________________	A	B	C	D	E

85. Do you believe that discrimination against people of color/minorities on campus is a problem ?
    A. Yes - a problem
    B. Not a problem
    C. Not sure
    D. Don't know, haven't thought about it

86. How would you characterize your college's efforts to provide a welcoming and supportive climate for people of color/minorities?
    A. No visible effort is being made
    B. A slight effort is being made
    C. Some effort is being made
    D. Considerable effort is being made
    E. A great deal of effort is being made

87. Do you know of activities, programs, or policies at your college which you believe are particularly helpful in providing a welcoming and supportive climate for people of color/minorities?
    A. Yes B. No

If you responded "Yes", please describe at least one such activity, program or policy.

____

____

You've given your opinions on the campus atmosphere for various groups. Now we would like to know how you think students perceive the campus atmosphere for minorities/people of color.

88. Which of the following responses best fits how you think **minorities/ students of color** perceive the campus atmosphere for themselves?

A. Hostile
B. Somewhat Intolerant
C. Don't know
D. Somewhat Tolerant
E. Welcoming

89. Which of the following responses best fits how you think **white students** perceive the campus atmosphere for minorities/students of color?

A. Hostile
B. Somewhat Intolerant
C. Don't know
D. Somewhat Tolerant
E. Welcoming

The following question ask your opinions about the values and beliefs held on this campus.

	NOT AT ALL		SOMEWHAT		VERY MUCH
90. This college and its leaders convey a sense of values and have the expectations that all of the students will live by them in their lives. (CIRCLE ON ANSWER SHEET)	A	B	C	D	E

These values are (FILL IN BELOW):

____

____

____

Since September 1993, have you seen or heard any of the following on campus which, because of race, ethnicity, or national origin, were objectionable or offensive, to YOU, or to STUDENTS, or to OTHER STAFF, ADMINISTRATORS, or FACULTY.

Comments on campus radio, TV, or bulletin boards	Frequently	Occasionally	Seldom	Never
91. To you	A	B	C	D
92. To students	A	B	C	D
93. To other staff, faculty, or administrators	A	B	C	D

Leaflets or Posters				
94. To you	A	B	C	D
95. To students	A	B	C	D
96. To other staff, faculty, or administrators	A	B	C	D

Spray-painted signs or slogans

97.	To you	A	B	C	D
98.	To students	A	B	C	D
99.	To other staff, faculty, or administrators	A	B	C	D

Other graffiti

100.	To you	A	B	C	D
101.	To students	A	B	C	D
102.	To other staff, faculty, or administration	A	B	C	D

Articles or cartoons in campus newspapers or magazines

103.	To you	A	B	C	D
104.	To students	A	B	C	D
105.	To other staff, faculty, or administration	A	B	C	D

Jokes

106.	To you	A	B	C	D
107.	To students	A	B	C	D
108.	To other staff, faculty, or administration	A	B	C	D

109. How have you responded to any prejudicial comments or jokes in the past year? (In answering this question, please refer to the most recent prejudicial remarks if you heard any).

A. I have not heard any.
B. I ignored the remarks.
C. I felt uncomfortable with the remarks but did not know how to respond, so I said nothing.
D. I told the individual who made the remarks that I felt uncomfortable with what was said.
E. I criticized the individual making the remarks and said it was wrong.

110. In the past year how many events, focusing on concerns and/or celebrations of racial and ethnic identities, have you attended on your campus or in your community?

A. None
B. One
C. More than one

111. Excluding your work relationships, does your immediate social group include members of different races?

A. No
B. Less than a quarter
C. Yes, more than a quarter

112. To what extent do you feel comfortable giving direct criticism to individuals from a race other than your own?

A. Very uncomfortable
B. Somewhat uncomfortable
C. Somewhat comfortable
D. Generally comfortable

113. To what extent do you feel comfortable accepting direct criticism from individuals from a race other than your own?

A. Very uncomfortable
B. Somewhat uncomfortable
C. Somewhat comfortable
D. Generally comfortable

114. How often do you have informal conversations/contacts (small talk, lunch, etc.) with members of a different race?

A. Never
B. Occasionally
C. Frequently
D. Very Often

We are now interested in knowing more about any incidents of prejudice that may have happened to you personally. Since September 1993, have any of the following happened to you at this college for what you would consider reasons of race, ethnicity, national origin, religion, sex, or sexual orientation?

		No	Yes One Time	Yes More Than Once
115.	Felt Ignored/Made to Feel Invisible	A	B	C
116.	Was Called Names	A	B	C
117.	Was Harassed	A	B	C
118.	Was Threatened	A	B	C
119.	Was Physically Attacked	A	B	C
120.	Had My Property Damaged	A	B	C
121.	Other	A	B	C

If you answered yes to "Other" (Please describe):

If you responded NO, response A for all questions (115-121), we thank you for completing this questionnaire and you may now turn it in.

If you responded YES, response B or C for any of the questions (115-121), consider the most recent incident or series of incidents and respond to the following questions.

122. Please describe an incident (or set of related incidents) that involved you. What was the incident? Who was involved? How were you involved? Where did it take place? What do you believe was the reason? (If you need more space, write on the back of this paper).

123. How did the incident end? Was it reported? To whom? By Whom? What did you do? What did you feel like doing? What was the outcome? (If you need more space, write on the back of this paper).

Thank you for completing this questionnaire.

This instrument was developed jointly by the Westchester Colleges Project on Racial Diversity and Dr. A. Higgins, Consultant, as part of a federally funded grant. Use of it in any form is prohibited without their prior consent.

FACULTY OPINION SURVEY ON CAMPUS CLIMATE

Mark the appropriate letter after each number on the answer sheet. Make sure to fill in letter for each number even when you respond on the questionnaire itself.

INFORMATION ABOUT YOU:

1. Sex: A B
   - A. Female
   - B. Male

2. Racial/Ethnic Background A B C D E
   - A. African American/Black
   - B. Asian American/Pacific Islander (please specify nationality)____________________
   - C. Hispanic/Latino (please specify nationality) ____________________
   - D. Native American
   - E. White/Caucasian or Other
     (If Other, please specify)____________________

3. Age as of January 1994 A B C D E
   - A. Under 22
   - B. 22-29
   - C. 30-39
   - D. 40-49
   - E. 50 and over

4. Work Area A B C D E
   - A. Arts and Humanities
   - B. Social Science
   - C. Natural Science
   - D. Business
   - E. Computer Science and other Technical Areas

5. Faculty Position A B
   - A. Tenured
   - B. Non-Tenured

The following ask your opinions about academic, social and personal interactions at this college with respect to equity and diversity concerns.

There is adequate representation of racial/ethnic diversity among	Strongly Disagree		Don't know or Neutral		Strongly Agree
6. Faculty	A	B	C	D	E
7. Professional Staff	A	B	C	D	E
8. Administration	A	B	C	D	E
9. Office Secretaries/Staff	A	B	C	D	E

	I am personally treated fairly by	**None of the Time**		**Some of the Time**		**Almost all the time**
10.	Other Faculty	A	B	C	D	E
11.	Students	A	B	C	D	E
12.	Professional Staff	A	B	C	D	E
13.	Administration	A	B	C	D	E
14.	Office Secretaries/Staff	A	B	C	D	E

	Students are treated fairly by	None of the Time		Some of the Time		Almost all the Time
15.	Faculty	A	B	C	D	E
16.	Professional Staff	A	B	C	D	E
17.	Administration	A	B	C	D	E
18.	Office Secretaries/Staff	A	B	C	D	E

	There is favoritism shown to some students by	Strongly Disagree		Don't know or Neutral		Strongly Agree
19.	Faculty	A	B	C	D	E
20.	Professional Staff	A	B	C	D	E
21.	Administration	A	B	C	D	E
22.	Office Secretaries/Staff	A	B	C	D	E

If so, what is the cause of favoritism? ______________________________

	How much support does each give to student-sponsored events focused on concerns and/or celebrations of racial and ethnic identities?	None		Some		Very Supportive
23.	Faculty	A	B	C	D	E
24.	Professional Staff	A	B	C	D	E
25.	Administration	A	B	C	D	E
26.	Other Students	A	B	C	D	E

	The faculty on this campus	Not At All		Somewhat		Very Much
27.	Have a commitment to diversity	A	B	C	D	E
28.	Provide effective leadership in addressing student concerns	A	B	C	D	E
29.	Understanding today's students and their problems	A	B	C	D	E
30.	Understand students of color/minorities	A	B	C	D	E
31.	Are paternalistic/maternalistic	A	B	C	D	E

	The Aministration on this campus	Not At All		Somewhat		Very Much
32.	Has a commitment to diversity	A	B	C	D	E
33.	Is effective and quick to react to crises	A	B	C	D	E
34.	Provides effective leadership in addressing student concerns	A	B	C	D	E
35.	Understands today's students and their problems	A	B	C	D	E
36.	Understands students of color/ minorities	A	B	C	D	E
37.	Is paternalistic/maternalistic	A	B	C	D	E

CLIMATE: The following ask your opinions about the climate of the college and how it is created and changed.

		Not At All	Somewhat	Very Much	Don't Know
38.	I think students respect each other regardless of cultural background or racial diversity.	A	B	C	D

. **The atmosphere for students on this campus can be described as** | **Indicate(from A to C) How You Judge the Atmosphere**

39.	**(A) Very cliquish .... (C) Open**	A	B	C	D
40.	**(A) Warm/friendly .... (C) Cold/hostile**	A	B	C	D
41.	**(A) Individualistic.. (C) Conforming**	A	B	C	D
42.	**(A) Tense .... (C) Calm**	A	B	C	D

The following groups contribute to campus climate. On this campus their contributions are		Very Harmful	Negative	Neutral	Positive	Beneficial
43.	Students	A	B	C	D	E
44.	Faculty	A	B	C	D	E
45.	Professional staff	A	B	C	D	E
46.	Administration	A	B	C	D	E
47.	Office secretaries /Staff	A	B	C	D	E

To what extent is each responsible for initiating specific changes to improve our campus climate?		Not At All		Somewhat		Very Much
48.	Student	A	B	C	D	E
49.	Faculty	A	B	C	D	E
50.	Professional staff	A	B	C	D	E
51.	Administration	A	B	C	D	E
52.	Office secretaries/Staff	A	B	C	D	E

How effectively has each been in making changes which improved the college climate in the last year?		Not At All		Somewhat		Very Much
53.	Students	A	B	C	D	E
54.	Faculty	A	B	C	D	E
55.	Professional staff	A	B	C	D	E
56.	Administration	A	B	C	D	E
57.	Office secretaries/Staff	A	B	C	D	E

		Not At All		Somewhat		Very Much
58.	To what extent do you think having staff attend a day long Diversity Workshop has contributed to improving the campus climate?	A	B	C	D	E

In my opinion, I think students of color/minorities		Not At All		Somewhat		Very Much
59.	can find courses which reflect their interest	A	B	C	D	E
60.	can relate to faculty	A	B	C	D	E
61.	can relate to administrators	A	B	C	D	E
62.	can find activities that reflect their interests	A	B	C	D	E
63.	are well served by college support services	A	B	C	D	E

In my opinion, I think that women students		Not At All		Somewhat		Very Much
64.	can find courses that reflect their interests	A	B	C	D	E
65.	can relate to faculty	A	B	C	D	E
66.	can relate to administrators	A	B	C	D	E
67.	can find activities that reflect their interests	A	B	C	D	E
68.	are well served by college support services	A	B	C	D	E

	In my opinion, I think that Gay/Bisexual/Lesbian students	Not At All		Somewhat		Very Much
69.	can find courses that reflect their interests	A	B	C	D	E
70.	can relate to faculty	A	B	C	D	E
71.	can relate to administrators	A	B	C	D	E
72.	can find activities that reflect their interests	A	B	C	D	E
73.	are well served by college support services	A	B	C	D	E

What effect does each of the following have on campus climate?

		Don't Know	Unites Whole Campus	Supports Separate Identities	Divides/ Creates Conflict	Has Little Effect
74.	Residence Halls	A	B	C	D	E
75.	African American Student Organization	A	B	C	D	E
76.	Hispanic Student Organization	A	B	C	D	E
77.	Women's/Feminists Organizations	A	B	C	D	E
78.	Student Organization	A	B	C	D	E

Do people in general on this campus behave towards others in ways that are welcoming, hostile, or without much feeling one way or the other? For each of the five groups listed below, fill in the letter on the answer sheet for the response which fits best.

		Hostile	Somewhat Intolerant	Ignores Them/Us	Somewhat Tolerant	Welcoming
79.	Native Americans/Native American Indians	A	B	C	D	E
80.	Asian American/Pacific Islanders	A	B	C	D	E
81.	African American/Blacks	A	B	C	D	E
82.	Latino/Hispanic	A	B	C	D	E
83.	International Students	A	B	C	D	E
84.	Other (specify):______________________________	A	B	C	D	E

85. Do you believe that discrimination against people of color/minorities on campus is a problem ?
    A. Yes - a problem
    B. Not a problem
    C. Not sure
    D. Don't know, haven't thought about it

86. How would you characterize your college's efforts to provide a welcoming and supportive climate for people of color/minorities?
    A. No visible effort is being made
    B. A slight effort is being made
    C. Some effort is being made
    D. Considerable effort is being made
    E. A great deal of effort is being made

87. Do you know of activities, programs, or policies at your college which you believe are particularly helpful in providing a welcoming and supportive climate for people of color/minorities?
    A. Yes B. No

If you responded "Yes", please describe at least one such activity, program or policy.

____

____

BEST COPY AVAILABLE

You've given your opinions on the campus atmosphere for various groups. Now we would like to know how you think students perceive the campus atmosphere for minorities/people of color.

88. Which of the following responses best fits how you think **minorities/ students of color** perceive the campus atmosphere for themselves?

A. Hostile
B. Somewhat Intolerant
C. Don't know
D. Somewhat Tolerant
E. Welcoming

89. Which of the following responses best fits how you think **white students** perceive the campus atmosphere for minorities/students of color?

A. Hostile
B. Somewhat Intolerant
C. Don't know
D. Somewhat Tolerant
E. Welcoming

The following question ask your opinions about the values and beliefs held on this campus.

	NOT AT ALL		SOMEWHAT		VERY MUCH
90. This college and its leaders convey a sense of values and have the expectations that all of the students will live by them in their lives. (CIRCLE ON ANSWER SHEET)	A	B	C	D	E

These values are (FILL IN BELOW):

Since September 1993, have you seen or heard any of the following on campus which, because of race, ethnicity, or national origin, were objectionable or offensive, to YOU, or to STUDENTS, or to OTHER STAFF, ADMINISTRATORS, or FACULTY.

Comments on campus radio, TV, or bulletin boards	Frequently	Occasionally	Seldom	Never
91. To you	A	B	C	D
92. To students	A	B	C	D
93. To other staff, faculty, or administrators	A	B	C	D
Leaflets or Posters				
94. To you	A	B	C	D
95. To students	A	B	C	D
96. To other staff, faculty, or administrators	A	B	C	D

Spray-painted signs or slogans					
97.	To you	A	B	C	D
98.	To students	A	B	C	D
99.	To other staff, faculty, or administrators	A	B	C	D
Other graffiti					
100.	To you	A	B	C	D
101.	To students	A	B	C	D
102.	To other staff, faculty, or administration	A	B	C	D
Articles or cartoons in campus newspapers or magazines					
103.	To you	A	B	C	D
104.	To students	A	B	C	D
105.	To other staff, faculty, or administration	A	B	C	D
Jokes					
106.	To you	A	B	C	D
107.	To students	A	B	C	D
108.	To other staff, faculty, or administration	A	B	C	D

109. How have you responded to any prejudicial comments or jokes in the past year? (In answering this question, please refer to the most recent prejudicial remarks if you heard any).

A. I have not heard any.
B. I ignored the remarks.
C. I felt uncomfortable with the remarks but did not know how to respond, so I said nothing.
D. I told the individual who made the remarks that I felt uncomfortable with what was said.
E. I criticized the individual making the remarks and said it was wrong.

110. In the past year how many events, focusing on concerns and/or celebrations of racial and ethnic identities, have you attended on your campus or in your community?

A. None
B. One
C. More than one

111. Excluding your work relationships, does your immediate social group include members of different races?

A. No
B. Less than a quarter
C. Yes, more than a quarter

112. To what extent do you feel comfortable giving direct criticism to individuals from a race other than your own?

A. Very uncomfortable
B. Somewhat uncomfortable
C. Somewhat comfortable
D. Generally comfortable

113. To what extent do you feel comfortable accepting direct criticism from individuals from a race other than your own?

A. Very uncomfortable
B. Somewhat uncomfortable
C. Somewhat comfortable
D. Generally comfortable

114. How often do you have informal conversations/contacts (small talk, lunch, etc.) with members of a different race?

A. Never
B. Occasionally
C. Frequently
D. Very Often

We are now interested in knowing more about any incidents of prejudice that may have happened to you personally. Since September 1993, have any of the following happened to you at this college for what you would consider reasons of race, ethnicity, national origin, religion, sex, or sexual orientation?

		No	Yes One Time	Yes More Than Once
115.	Felt Ignored/Made to Feel Invisible	A	B	C
116.	Was Called Names	A	B	C
117.	Was Harassed	A	B	C
118.	Was Threatened	A	B	C
119.	Was Physically Attacked	A	B	C
120.	Had My Property Damaged	A	B	C
121.	Other	A	B	C

If you answered yes to "Other" (Please describe):

____

____

If you responded NO, response A for all questions (115-121), we thank you for completing this questionnaire and you may now turn it in.

If you responded YES, response B or C for any of the questions (115-121), consider the most recent incident or series of incidents and respond to the following questions.

122. Please describe an incident (or set of related incidents) that involved you. What was the incident? Who was involved? How were you involved? Where did it take place? What do you believe was the reason? (If you need more space, write on the back of this paper).

123. How did the incident end? Was it reported? To whom? By Whom? What did you do? What did you feel like doing? What was the outcome? (If you need more space, write on the back of this paper).

Thank you for completing this questionnaire.

This instrument was developed jointly by the Westchester Colleges Project on Racial Diversity and Dr. A. Higgins, Consultant, as part of a federally funded grant. Use of it in any form is prohibited without their prior consent.

Appendix P

OPINION SURVEY ON CAMPUS CLIMATE

Mark the appropriate letter after each number ON THE ANSWER SHEET. Make sure to fill in a letter for each number even when you respond on the questionnaire itself.

1. Residence
   A. Off -campus B. On-campus — A B

2. Year in School
   A. Freshman B. Sophomore C. Junior
   D. Senior E. Other — A B C D E

3. Sex: A. Female B. Male — A B

4. Racial/Ethnic Background — A B C D E
   A. Native American
   B. African American / Black
   C. Hispanic / Latino (specify nationality)
   D. Asian American / Pacific Islander (specify nationality)
   E. White / Caucasian or other (if other, please specify)

5. Are you an International Student? (Do not have U.S. citizenship) — A B
   A. Yes (specify country)____________________
   B. No

6. Age as of September, 1993 — A B C D E
   A. Under 20 B. 20-21 C. 22-29
   D. 30-39 E. 40 and over

7. Student Status
   A. Full-time B. Part-time — A B

8. Time when you attend most of your classes — A B
   A. Day B. Evening/Weekend

ACADEMIC ATMOSPHERE: The following ask your opinions about the academic atmosphere at this college, both in the classroom and in the relationships between students and faculty and between students and administration/staff.

	There is adequate representation of racial/ ethnic diversity among	STRONGLY DISAGREE		NEUTRAL		STRONGLY AGREE
9.	Faculty	A	B	C	D	E
10.	Professional Staff / Administration	A	B	C	D	E
11.	Office secretaries / staff	A	B	C	D	E

	I am personally treated fairly by	NONE OF THE TIME		SOME OF THE TIME		ALMOST ALL OF THE TIME
12.	Faculty	A	B	C	D	E
13.	Professional Staff / Administration	A	B	C	D	E
14.	Office secretaries / staff	A	B	C	D	E

	There is favoritism shown to some students by	STRONGLY DISAGREE		NEUTRAL		STRONGLY AGREE
15.	Faculty	A	B	C	D	E
16.	Administration	A	B	C	D	E
17.	Office secretaries / staff	A	B	C	D	E

If so, what do you think the favoritism is based on? ______________________________

18.	The faculty's expectations for me are	A	B	C	D	E

A. None that I am aware of
B. Lower than they should be
C. Appropriate for me
D. Challenging
E. Unreasonably high

	How much support does each give to student-sponsored events focused on concerns and/or celebrations of racial and ethic identities	NONE		SOME		VERY SUPPORTIVE
19.	Faculty	A	B	C	D	E
20.	Administration	A	B	C	D	E
21.	Other students	A	B	C	D	E

	The faculty on this campus	NOT AT ALL		SOMEWHAT		VERY MUCH
22.	Have a commitment to diversity	A	B	C	D	E
23.	Provide effective leadership in addressing student concerns	A	B	C	D	E
24.	Understand today's students and their problems	A	B	C	D	E
25.	Understand students of color	A	B	C	D	E
26.	Are paternalistic/maternalistic	A	B	C	D	E

ADMINISTRATION AND STAFF: The following ask your opinions about the atmosphere as it relates to the administration, staff, their actions and their policies.

	The Administration on this campus	NOT AT ALL		SOMEWHAT		VERY MUCH
27.	Has a commitment to diversity	A	B	C	D	E
28.	Is effective and quick to react to crises	A	B	C	D	E
29.	Provides effective leadership in addressing student concerns	A	B	C	D	E
30.	Understands today's students and their problems	A	B	C	D	E
31.	Understands students of color	A	B	C	D	E
32.	Is paternalistic/maternalistic	A	B	C	D	E

	The campus security	NOT AT ALL		SOMEWHAT		VERY MUCH
33.	is effective in handling problems	A	B	C	D	E
34.	creates a safe atmosphere	A	B	C	D	E

		RUDE	COLD	BUSINESS LIKE	CORDIAL	VERY CORDIAL
35.	The staff in the offices that deal with students' scheduling, registration, and finances are	A	B	C	D	E

CLIMATE: The following ask your opinions about the climate of the college and how it is created and changed.

		NOT AT ALL		SOMEWHAT		VERY MUCH
36.	Students respect each other regardless of cultural background or racial identity.	A	B	C	D	E

	The atmosphere on this campus can be described as	INDICATE (FROM A TO E) HOW YOU JUDGE THE ATMOSPHERE				
37.	(A) Very cliquish .... (E) Open	A	B	C	D	E
38.	(A) Warm and friendly .... (E) Cold and Hostile	A	B	C	D	E
39.	(A) Highly individualistic ...... (E) Conforming	A	B	C	D	E
40.	(A) Tense .... (E) Calm	A	B	C	D	E

	The following groups contribute to campus climate. On this campus their contributions are	HARMFUL	NEGATIVE	NEUTRAL	POSITIVE	VERY BENEFICIAL
41.	Students	A	B	C	D	E
42.	Faculty	A	B	C	D	E
43.	Administration	A	B	C	D	E
44.	Office secretaries / staff	A	B	C	D	E

	To what extent is each responsible for initiating specific changes to improve our campus climate?	NOT AT ALL		SOMEWHAT		VERY MUCH
45.	Students	A	B	C	D	E
46.	Faculty	A	B	C	D	E
47.	Administration	A	B	C	D	E
48.	Office secretaries / staff	A	B	C	D	E

	How effective has each been in making changes which improved the college climate in the last year?	NOT AT ALL		SOMEWHAT		VERY MUCH
49.	Students	A	B	C	D	E
50.	Faculty	A	B	C	D	E
51.	Administration	A	B	C	D	E
52.	Office secretaries / staff	A	B	C	D	E

For example, ____

ORGANIZATIONS: The following questions ask your opinions about the formal and informal organizations on campus, as well as the campus climate.

	How effectively are the interests and concerns of the following groups reported in the college media (newspapers, bulletin boards, radio station, etc.)?	BIASED	TOO MUCH ATTENTION	ACCURATE	TOO LITTLE ATTENTION	IGNORED
53.	Administration	A	B	C	D	E
54.	Faculty	A	B	C	D	E
55.	Mainstream student body	A	B	C	D	E
56.	Student Government	A	B	C	D	E
57.	Students of color	A	B	C	D	E
58.	Select students or student groups	A	B	C	D	E

Please identify select students or student groups ______________________________

		STRONGLY DISAGREE		SOMEWHAT AGREE		STRONGLY AGREE
59.	There are enough different kinds of organizations and activities available to meet the needs of all students	A	B	C	D	E

	In my opinion, I think students of color:	NOT AT ALL		SOME WHAT		VERY MUCH
60.	can find courses that reflect their interests	A	B	C	D	E
61.	can relate to faculty	A	B	C	D	E
62.	can relate to administrators	A	B	C	D	E
63	can find activities that reflect their interests	A	B	C	D	E
64.	are well served by college support services	A	B	C	D	E
65.	have informal peer networks	A	B	C	D	E

	In my opinion, I think that women:	NOT AT ALL		SOME WHAT		VERY MUCH
66.	can find courses that reflect their interests	A	B	C	D	E
67.	can relate to faculty	A	B	C	D	E
68.	can relate to administrators	A	B	C	D	E
69	can find activities that reflect their interests	A	B	C	D	E
70.	are well served by college support services	A	B	C	D	E
71.	have informal peer networks	A	B	C	D	E

	In my opinion, I think that Gays/Bisexuals/Lesbians:	NOT AT ALL		SOME WHAT		VERY MUCH
72.	can find courses that reflect their interests	A	B	C	D	E
73.	can relate to faculty	A	B	C	D	E
74.	can relate to administrators	A	B	C	D	E
75.	can find activities that reflect their interests	A	B	C	D	E
76.	are well served by college support services	A	B	C	D	E
77.	have informal peer networks	A	B	C	D	E

	What effect does each of the following have on campus climate?	Don't Know	Unites Whole Campus	Supports Separate Identities	Divides/ Creates Conflict	Has Little Effect
78.	Residence Halls:	A	B	C	D	E
79.	African American Student Organizations:	A	B	C	D	E
80.	Hispanic Student Organizations:	A	B	C	D	E
81.	Women's / Feminist Groups:	A	B	C	D	E
82.	Student Government:	A	B	C	D	E

What are your opinions about the campus atmosphere for students of color? Do people in general on this campus behave towards others in ways that are welcoming, hostile, or without much feeling one way or the other? For each of the five groups listed below, fill in the letter on the answer sheet for the response which fits best.

		HOSTILE	SOMEWHAT INTOLERANT	IGNORES THEM/US	SOMEWHAT TOLERANT	WELCOMING
83.	Native Americans/Native American Indians	A	B	C	D	E
84.	Asian American / Pacific Islanders	A	B	C	D	E
85.	African American / Blacks	A	B	C	D	E
86.	Latino / Hispanic	A	B	C	D	E
87.	International Students	A	B	C	D	E
88.	Other (specify)________________________	A	B	C	D	E

		NOT AT ALL		SOMEWHAT		VERY MUCH
89.	Do you think that people of color who graduate from this college are being well prepared for the future?	A	B	C	D	E

90. Do you think that people of color who graduate from this college have as good a chance as white graduates to get a job of their choice? A B C D
    - A. Equal Chance
    - B. Whites have a better chance
    - C. People of color have a better chance
    - D. Don't know

91. Do you believe that discrimination against people of color on campus is still a problem or that discrimination is no longer a problem? A B C D
    - A. Is still a problem
    - B. Is no longer a problem
    - C. Not sure, don't know
    - D. Don't know, haven't thought about it

92. How would you characterize your college's efforts to provide a welcoming and supportive climate for people of color ? A B C D E
    - A. No visible effort is being made
    - B. A slight effort is being made
    - C. Some effort is being made
    - D. Considerable effort is being made
    - E. A great deal of effort is being made

		YES	NO
93.	Do you know of activities, programs, or policies at your college which you believe are particularly helpful in providing a welcoming and supportive climate for people of color?	A	B

If you responded YES, please describe at least one such activity, program or policy.

____

____

COLLEGE VALUES & PERSONAL BELIEFS: The following questions ask your opinions about the values and beliefs held on this campus.

		NOT AT ALL		SOMEWHAT		VERY MUCH
94.	This college and its leaders convey a sense of values and have the expectations that all of us will live by them in our lives. (CIRCLE ON ANSWER SHEET)	A	B	C	D	E

These values are (FILL IN BELOW):

		NOT AT ALL		SOMEWHAT		VERY MUCH
95.	I plan to live by these values in my life. (CIRCLE ON ANSWER SHEET)	A	B	C	D	E

In addition to valuing education, my three most important personal values are (FILL IN BELOW):

In addition to education, most other students seem to value (FILL IN BELOW):

RETURN TO THE ANSWER SHEET FOR THE NEXT QUESTIONS

		NO	MAYBE	PROBABLY	YES	ENTHUSIASTICALLY
96.	I would recommend this college to a close relative or friend.	A	B	C	D	E

Since September 1993, have you personally seen or heard of any of the following on campus that you felt were insulting TO YOU because of your race, ethnicity, or national origin? Or that you think were insulting TO OTHER PEOPLE because of their race, ethnicity, or national origin?

		FREQUENTLY	OCCASIONALLY	SELDOM	NEVER
	Jokes				
97.	To me	A	B	C	D
98.	To other people	A	B	C	D
	Leaflets or posters				
99.	To me	A	B	C	D
100.	To other people	A	B	C	D
	Spray-painted signs or slogans				
101.	To me	A	B	C	D
102.	To other people	A	B	C	D
	Other graffiti				
103.	To me	A	B	C	D
104.	To other people	A	B	C	D

	Articles or cartoons in campus newspapers or magazines	FREQUENTLY	OCCASIONALLY	SELDOM	NEVER
105.	To me	A	B	C	D
106.	To other people	A	B	C	D

	Comments on campus radio, TV, or bulletin boards	FREQUENTLY	OCCASIONALLY	SELDOM	NEVER
107.	To me	A	B	C	D
108.	To other people	A	B	C	D

		3+ TIMES	2 or 3 TIMES	ONCE	NEVER
109.	In the past 12 months have you been in a class where you felt students treated you negatively or embarrassed you because of your race, ethnicity, or national origin?	A	B	C	D
110.	In the past 12 months have you been in a class where you felt a teacher treated you negatively or embarrassed you because of your race, ethnicity, or national origin?	A	B	C	D

We are now interested in knowing more about any incidents of prejudice that may have happened to you personally. Since September 1993, have any of the following happened to you at this college for what you would consider reasons of race, ethnicity, national origin, religion, sex or sexual orientation?

		NO	YES -ONE TIME	YES -MORE THAN ONCE
111.	Felt Ignored / Made to feel Invisible	A	B	C
112.	Was Called Names	A	B	C
113.	Was Harassed	A	B	C
114.	Was Threatened	A	B	C
115.	Was Physically Attacked	A	B	C
116.	Had My Property Damaged	A	B	C
117.	Other	A	B	C

If you answered yes to Other (117) (please describe) ______________________________

____

If you responded NO, response A for all questions (111-117), you may now turn in the questionnaire.

If you responded YES, response B or C for any questions (111-117), consider the most recent incident or series of incidents and respond to the following questions.

The following 5 questions ask you to describe that incident or incidents which occurred at this college because of reasons of race, ethnicity, national origin, religion, sex or sexual orientation.

- Please describe an incident (or set of related incidents) that involved to you? What was the incident? Who was involved? How were you involved? Where did it take place? What do you believe was the reason? (If you need more space, write on the back of this paper.) ______________________

____

____

____

____

____

- How did the incident end? Was it reported? To whom? By whom? What did you do? What did you feel like doing? (If you need more space, write on the back of this paper).

- There are many reasons why incidents of prejudice may not be reported. For instance, those affected by the incident may have felt: it wasn't really important, no one would do anything, it was a private matter, they were frightened, it would cause more problems, it happens all the time, etc.

  If the incident described above was not reported, what do you think were the reasons? (If you need more space, write on the back of this paper).

- When an incident of prejudice occurs, regardless of how "serious" it is or whether it is reported, there are often consequences for the people involved, especially for the person who is the target of the prejudice. Were you the target of this incident? YES_____ NO_____

  Sometimes people lose friends, feel nervous or exhausted, feel angry and want to hurt the people who did it, use more alcohol, prescription drugs or other drugs, can't get the incident off their minds, get angry at people close to them, lose weight, overeat, etc.

  What consequences have there been for you as a result of this incident, whether you were the target or not? How have you handled them? How do you feel now? (If you need more space, write on the back of this paper).

- Looking back now, do you feel you understand why this incident occurred? Please explain. (If you need more space, write on the back of this paper).

164

STAFF OPINION SURVEY ON CAMPUS CLIMATE

Mark the appropriate letter after each number on the answer sheet. Make sure to fill in letter for each number even when you respond on the questionnaire itself.

INFORMATION ABOUT YOU:

1. Sex: A B
   A. Female
   B. Male

2. Racial/Ethnic Background A B C D E
   A. African American/Black
   B. Asian American/Pacific Islander (please specify nationality)____________________
   C. Hispanic/Latino (please specify nationality) ____________________
   D. Native American
   E. White/Caucasian or Other
      (If Other, please specify)____________________

3. Age as of January 1994 A B C D E
   A. Under 22
   B. 22-29
   C. 30-39
   D. 40-49
   E. 50 and over

4. Work Area A B C D E
   A. Student Support
   B. Academic Support
   C. Clerical/Secretarial
   D. Administration or other (please specify)____________________

5. Did you attend a day long Diversity Workshop sponsored by the Westchester Colleges Project on Racial Diversity? A B
   A. Yes
   B. No

The following ask your opinions about academic, social and personal interactions at this college with respect to equity and diversity concerns.

There is adequate representation of racial/ethnic diversity among	Strongly Disagree		Don't know or Neutral		Strongly Agree
6. Faculty	A	B	C	D	E
7. Professional Staff	A	B	C	D	E
8. Administration	A	B	C	D	E
9. Office Secretaries/Staff	A	B	C	D	E

I am personally treated fairly by

		None of the Time		Some of the Time		Almost all the time
10.	Faculty	A	B	C	D	E
11.	Students	A	B	C	D	E
12.	Professional Staff	A	B	C	D	E
13.	Administration	A	B	C	D	E
14.	Office Secretaries/Staff	A	B	C	D	E

Students are treated fairly by

		None of the Time		Some of the Time		Almost all the Time
15.	Faculty	A	B	C	D	E
16.	Professional Staff	A	B	C	D	E
17.	Administration	A	B	C	D	E
18.	Office Secretaries/Staff	A	B	C	D	E

There is favoritism shown to some students by

		Strongly Disagree		Don't know or Neutral		Strongly Agree
19.	Faculty	A	B	C	D	E
20.	Professional Staff	A	B	C	D	E
21.	Administration	A	B	C	D	E
22.	Office Secretaries/Staff	A	B	C	D	E

If so, what is the cause of favoritism? ____

How much support does each give to student-sponsored events focused on concerns and/or celebrations of racial and ethnic identities?

		None		Some		Very Supportive
23.	Faculty	A	B	C	D	E
24.	Professional Staff	A	B	C	D	E
25.	Administration	A	B	C	D	E
26.	Other Students	A	B	C	D	E

The faculty on this campus

		Not At All		Somewhat		Very Much
27.	Have a commitment to diversity	A	B	C	D	E
28.	Provide effective leadership in addressing student concerns	A	B	C	D	E
29.	Understanding today's students and their problems	A	B	C	D	E
30.	Understand students of color/minorities	A	B	C	D	E
31.	Are paternalistic/maternalistic	A	B	C	D	E

The Aministration on this campus

		Not At All		Somewhat		Very Much
32.	Has a commitment to diversity	A	B	C	D	E
33.	Is effective and quick to react to crises	A	B	C	D	E
34.	Provides effective leadership in addressing student concerns	A	B	C	D	E
35.	Understands today's students and their problems	A	B	C	D	E
36.	Understands students of color/ minorities	A	B	C	D	E
37.	Is paternalistic/maternalistic	A	B	C	D	E

CLIMATE: The following ask your opinions about the climate of the college and how it is created and changed.

		Not At All	Somewhat	Very Much	Don't Know
38.	I think students respect each other regardless of cultural background or racial diversity.	A	B	C	D

The atmosphere for students on this campus can be described as

		Indicate(from A to C) How You Judge the Atmosphere			
39.	(A) Very cliquish ....(C) Open	A	B	C	D
40.	(A) Warm/friendly ....(C) Cold/hostile	A	B	C	D
41.	(A) Individualistic...(C) Conforming	A	B	C	D
42.	(A) Tense ....(C) Calm	A	B	C	D

The following groups contribute to campus climate.
On this campus their contributions are

		Very Harmful	Negative	Neutral	Positive	Beneficial
43.	Students	A	B	C	D	E
44.	Faculty	A	B	C	D	E
45.	Professional staff	A	B	C	D	E
46.	Administration	A	B	C	D	E
47.	Office secretaries /Staff	A	B	C	D	E

To what extent is each responsible for initiating
specific changes to improve our campus climate?

		Not At All		Somewhat		Very Much
48.	Student	A	B	C	D	E
49.	Faculty	A	B	C	D	E
50.	Professional staff	A	B	C	D	E
51.	Administration	A	B	C	D	E
52.	Office secretaries/Staff	A	B	C	D	E

How effectively has each been in making changes which
improved the college climate in the last year?

		Not At All		Somewhat		Very Much
53.	Students	A	B	C	D	E
54.	Faculty	A	B	C	D	E
55.	Professional staff	A	B	C	D	E
56.	Administration	A	B	C	D	E
57.	Office secretaries/Staff	A	B	C	D	E

		Not At All		Somewhat		Very Much
58.	To what extent do you think having staff attend a day long Diversity Workshop has contributed to improving the campus climate?	A	B	C	D	E

In my opinion, I think students of color/minorities

		Not At All		Somewhat		Very Much
59.	can find courses which reflect their interest	A	B	C	D	E
60.	can relate to faculty	A	B	C	D	E
61.	can relate to administrators	A	B	C	D	E
62.	can find activities that reflect their interests	A	B	C	D	E
63.	are well served by college support services	A	B	C	D	E

In my opinion, I think that women students

		Not At All		Somewhat		Very Much
64.	can find courses that reflect their interests	A	B	C	D	E
65.	can relate to faculty	A	B	C	D	E
66.	can relate to administrators	A	B	C	D	E
67.	can find activities that reflect their interests	A	B	C	D	E
68.	are well served by college support services	A	B	C	D	E

In my opinion, I think that Gay/Bisexual/Lesbian students		Not At All		Somewhat		Very Much
69.	can find courses that reflect their interests	A	B	C	D	E
70.	can relate to faculty	A	B	C	D	E
71.	can relate to administrators	A	B	C	D	E
72.	can find activities that reflect their interests	A	B	C	D	E
73.	are well served by college support services	A	B	C	D	E

What effect does each of the following have on campus climate?

		Don't Know	Unites Whole Campus	Supports Separate Identities	Divides/ Creates Conflict	Has Little Effect
74.	Residence Halls	A	B	C	D	E
75.	Intercollegiate Sports	A	B	C	D	E
76.	Black Student Organization	A	B	C	D	E
77.	Latin/Hispanic Organizations	A	B	C	D	E
78.	Student Government	A	B	C	D	E

Do people in general on this campus behave towards others in ways that are welcoming, hostile, or without much feeling one way or the other? For each of the five groups listed below, fill in the letter on the answer sheet for the response which fits best.

		Hostile Intolerant	Somewhat Them/Us	Ignores Tolerant	Somewhat	Welcoming
79.	Native Americans/Native American Indians	A	B	C	D	E
80.	Asian American/Pacific Islanders	A	B	C	D	E
81.	African American/Blacks	A	B	C	D	E
82.	Latino/Hispanic	A	B	C	D	E
83.	International Students	A	B	C	D	E
84.	Other (specify):______________________________	A	B	C	D	E

85. Do you believe that discrimination against people of color/minorities on campus is a problem ?
    A. Yes - a problem
    B. Not a problem
    C. Not sure
    D. Don't know, haven't thought about it

86. How would you characterize your college's efforts to provide a welcoming and supportive climate for people of color/minorities?
    A. No visible effort is being made
    B. A slight effort is being made
    C. Some effort is being made
    D. Considerable effort is being made
    E. A great deal of effort is being made

87. Do you know of activities, programs, or policies at your college which you believe are particularly helpful in providing a welcoming and supportive climate for people of color/minorities?
    A. Yes B. No

If you responded "Yes", please describe at least one such activity, program or policy.

____

____

You've given your opinions on the campus atmosphere for various groups. Now we would like to know how you think students perceive the campus atmosphere for minorities/people of color.

88. Which of the following responses best fits how you think **minorities/ students of color** perceive the campus atmosphere for themselves?

    A. Hostile
    B. Somewhat Intolerant
    C. Don't know
    D. Somewhat Tolerant
    E. Welcoming

89. Which of the following responses best fits how you think **white students** perceive the campus atmosphere for minorities/students of color?

    A. Hostile
    B. Somewhat Intolerant
    C. Don't know
    D. Somewhat Tolerant
    E. Welcoming

The following question ask your opinions about the values and beliefs held on this campus.

	NOT AT ALL		SOMEWHAT		VERY MUCH
90. This college and its leaders convey a sense of values and have the expectations that all of the students will live by them in their lives. (CIRCLE ON ANSWER SHEET)	A	B	C	D	E

These values are (FILL IN BELOW):

Since September 1993, have you seen or heard any of the following on campus which, because of race, ethnicity, or national origin, were objectionable or offensive, to YOU, or to STUDENTS, or to OTHER STAFF, ADMINISTRATORS, or FACULTY.

Comments on campus radio, TV, or bulletin boards	Frequently	Occasionally	Seldom	Never
91. To you	A	B	C	D
92. To students	A	B	C	D
93. To other staff, faculty, or administrators	A	B	C	D
Leaflets or Posters				
94. To you	A	B	C	D
95. To students	A	B	C	D
96. To other staff, faculty, or administrators	A	B	C	D

Spray-painted signs or slogans

97.	To you	A	B	C	D
98.	To students	A	B	C	D
99.	To other staff, faculty, or administrators	A	B	C	D

Other graffiti

100.	To you	A	B	C	D
101.	To students	A	B	C	D
102.	To other staff, faculty, or administration	A	B	C	D

Articles or cartoons in campus newspapers or magazines

103.	To you	A	B	C	D
104.	To students	A	B	C	D
105.	To other staff, faculty, or administration	A	B	C	D

Jokes

106.	To you	A	B	C	D
107.	To students	A	B	C	D
108.	To other staff, faculty, or administration	A	B	C	D

109. How have you responded to any prejudicial comments or jokes in the past year? (In answering this question, please refer to the most recent prejudicial remarks if you heard any).

A. I have not heard any.
B. I ignored the remarks.
C. I felt uncomfortable with the remarks but did not know how to respond, so I said nothing.
D. I told the individual who made the remarks that I felt uncomfortable with what was said.
E. I criticized the individual making the remarks and said it was wrong.

110. In the past year how many events, focusing on concerns and/or celebrations of racial and ethnic identities, have you attended on your campus or in your community?
A. None
B. One
C. More than one

111. Excluding your work relationships, does your immediate social group include members of different races?
A. No
B. Less than a quarter
C. Yes, more than a quarter

112. To what extent do you feel comfortable giving direct criticism to individuals from a race other than your own?

A. Very uncomfortable
B. Somewhat uncomfortable
C. Somewhat comfortable
D. Generally comfortable

113. To what extent do you feel comfortable accepting direct criticism from individuals from a race other than your own?

A. Very uncomfortable
B. Somewhat uncomfortable
C. Somewhat comfortable
D. Generally comfortable

114. How often do you have informal conversations/contacts (small talk, lunch, etc.) with members of a different race?

A. Never
B. Occasionally
C. Frequently
D. Very Often

We are now interested in knowing more about any incidents of prejudice that may have happened to you personally. Since September 1993, have any of the following happened to you at this college for what you would consider reasons of race, ethnicity, national origin, religion, sex, or sexual orientation?

		No	Yes One Time	Yes More Than Once
115.	Felt Ignored/Made to Feel Invisible	A	B	C
116.	Was Called Names	A	B	C
117.	Was Harassed	A	B	C
118.	Was Threatened	A	B	C
119.	Was Physically Attacked	A	B	C
120.	Had My Property Damaged	A	B	C
121.	Other	A	B	C

If you answered yes to "Other" (Please describe):

____

____

If you responded NO, response A for all questions (115-121), we thank you for completing this questionnaire and you may now turn it in.

If you responded YES, response B or C for any of the questions (115-121), consider the most recent incident or series of incidents and respond to the following questions.

122. Please describe an incident (or set of related incidents) that involved you. What was the incident? Who was involved? How were you involved? Where did it take place? What do you believe was the reason? (If you need more space, write on the back of this paper).

123. How did the incident end? Was it reported? To whom? By Whom? What did you do? What did you feel like doing? What was the outcome? (If you need more space, write on the back of this paper).

Thank you for completing this questionnaire.

This instrument was developed jointly by the Westchester Colleges Project on Racial Diversity and Dr. A. Higgins, Consultant, as part of a federally funded grant. Use of it in any form is prohibited without their prior consent.

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FACULTY OPINION SURVEY ON CAMPUS CLIMATE

Mark the appropriate letter after each number on the answer sheet. Make sure to fill in letter for each number even when you respond on the questionnaire itself.

INFORMATION ABOUT YOU:

1. Sex: A B
   - A. Female
   - B. Male

2. Racial/Ethnic Background A B C D E
   - A. African American/Black
   - B. Asian American/Pacific Islander (please specify nationality)________________________
   - C. Hispanic/Latino (please specify nationality) ________________________
   - D. Native American
   - E. White/Caucasian or Other
     (If Other, please specify)________________________

3. Age as of January 1994 A B C D E
   - A. Under 22
   - B. 22-29
   - C. 30-39
   - D. 40-49
   - E. 50 and over

4. Work Area A B C D E
   - A. Arts and Humanities
   - B. Social Science
   - C. Natural Science
   - D. Business
   - E. Computer Science and other Technical Areas

5. Faculty Position A B
   - A. Tenured
   - B. Non-Tenured

The following ask your opinions about academic, social and personal interactions at this college with respect to equity and diversity concerns.

There is adequate representation of racial/ethnic diversity among		Strongly Disagree		Don't know or Neutral		Strongly Agree
6.	Faculty	A	B	C	D	E
7.	Professional Staff	A	B	C	D	E
8.	Administration	A	B	C	D	E
9.	Office Secretaries/Staff	A	B	C	D	E

I am personally treated fairly by		None of the Time		Some of the Time		Almost all the time
10.	Other Faculty	A	B	C	D	E
11.	Students	A	B	C	D	E
12.	Professional Staff	A	B	C	D	E
13.	Administration	A	B	C	D	E
14.	Office Secretaries/Staff	A	B	C	D	E

Students are treated fairly by		None of the Time		Some of the Time		Almost all the Time
15.	Faculty	A	B	C	D	E
16.	Professional Staff	A	B	C	D	E
17.	Administration	A	B	C	D	E
18.	Office Secretaries/Staff	A	B	C	D	E

There is favoritism shown to some students by		Strongly Disagree		Don't know or Neutral		Strongly Agree
19.	Faculty	A	B	C	D	E
20.	Professional Staff	A	B	C	D	E
21.	Administration	A	B	C	D	E
22.	Office Secretaries/Staff	A	B	C	D	E

If so, what is the cause of favoritism? ______________________________

How much support does each give to student-sponsored events focused on concerns and/or celebrations of racial and ethnic identities?		None		Some		Very Supportive
23.	Faculty	A	B	C	D	E
24.	Professional Staff	A	B	C	D	E
25.	Administration	A	B	C	D	E
26.	Other Students	A	B	C	D	E

The faculty on this campus		Not At All		Somewhat		Very Much
27.	Have a commitment to diversity	A	B	C	D	E
28.	Provide effective leadership in addressing student concerns	A	B	C	D	E
29.	Understanding today's students and their problems	A	B	C	D	E
30.	Understand students of color/minorities	A	B	C	D	E
31.	Are paternalistic/maternalistic	A	B	C	D	E

The Aministration on this campus		Not At All		Somewhat		Very Much
32.	Has a commitment to diversity	A	B	C	D	E
33.	Is effective and quick to react to crises	A	B	C	D	E
34.	Provides effective leadership in addressing student concerns	A	B	C	D	E
35.	Understands today's students and their problems	A	B	C	D	E
36.	Understands students of color/ minorities	A	B	C	D	E
37.	Is paternalistic/maternalistic	A	B	C	D	E

CLIMATE: The following ask your opinions about the climate of the college and how it is created and changed.

		Not At All	Somewhat	Very Much	Don't Know
38.	I think students respect each other regardless of cultural background or racial diversity.	A	B	C	D

The atmosphere for students on this campus can be described as

		Indicate(from A to C) How You Judge the Atmosphere			
39.	(A) Very cliquish .... (C) Open	A	B	C	D
40.	(A) Warm/friendly .... (C) Cold/hostile	A	B	C	D
41.	(A) Individualistic.................................. (C) Conforming	A	B	C	D
42.	(A) Tense .... (C) Calm	A	B	C	D

The following groups contribute to campus climate.
On this campus their contributions are

		Very Harmful	Negative	Neutral	Positive	Beneficial
43.	Students	A	B	C	D	E
44.	Faculty	A	B	C	D	E
45.	Professional staff	A	B	C	D	E
46.	Administration	A	B	C	D	E
47.	Office secretaries /Staff	A	B	C	D	E

To what extent is each responsible for initiating
specific changes to improve our campus climate?

		Not At All		Somewhat		Very Much
48.	Student	A	B	C	D	E
49.	Faculty	A	B	C	D	E
50.	Professional staff	A	B	C	D	E
51.	Administration	A	B	C	D	E
52.	Office secretaries/Staff	A	B	C	D	E

How effectively has each been in making changes which
improved the college climate in the last year?

		Not At All		Somewhat		Very Much
53.	Students	A	B	C	D	E
54.	Faculty	A	B	C	D	E
55.	Professional staff	A	B	C	D	E
56.	Administration	A	B	C	D	E
57.	Office secretaries/Staff	A	B	C	D	E

		Not At All		Somewhat		Very Much
58.	To what extent do you think having staff attend a day long Diversity Workshop has contributed to improving the campus climate?	A	B	C	D	E

In my opinion, I think students of color/minorities

		Not At All		Somewhat		Very Much
59.	can find courses which reflect their interest	A	B	C	D	E
60.	can relate to faculty	A	B	C	D	E
61.	can relate to administrators	A	B	C	D	E
62.	can find activities that reflect their interests	A	B	C	D	E
63.	are well served by college support services	A	B	C	D	E

In my opinion, I think that women students

		Not At All		Somewhat		Very Much
64.	can find courses that reflect their interests	A	B	C	D	E
65.	can relate to faculty	A	B	C	D	E
66.	can relate to administrators	A	B	C	D	E
67.	can find activities that reflect their interests	A	B	C	D	E
68.	are well served by college support services	A	B	C	D	E

	In my opinion, I think that Gay/Bisexual/Lesbian students	Not At All		Somewhat		Very Much
69.	can find courses that reflect their interests	A	B	C	D	E
70.	can relate to faculty	A	B	C	D	E
71.	can relate to administrators	A	B	C	D	E
72.	can find activities that reflect their interests	A	B	C	D	E
73.	are well served by college support services	A	B	C	D	E

What effect does each of the following have on campus climate?

		Don't Know	Unites Whole Campus	Supports Separate Identities	Divides/ Creates Conflict	Has Little Effect
74.	Residence Halls	A	B	C	D	E
75.	African American Student Organization	A	B	C	D	E
76.	Hispanic Student Organization	A	B	C	D	E
77.	Women's/Feminists Organizations	A	B	C	D	E
78.	Student Organization	A	B	C	D	E

Do people in general on this campus behave towards others in ways that are welcoming, hostile, or without much feeling one way or the other? For each of the five groups listed below, fill in the letter on the answer sheet for the response which fits best.

		Hostile	Somewhat Intolerant	Ignores Them/Us	Somewhat Tolerant	Welcoming
79.	Native Americans/Native American Indians	A	B	C	D	E
80.	Asian American/Pacific Islanders	A	B	C	D	E
81.	African American/Blacks	A	B	C	D	E
82.	Latino/Hispanic	A	B	C	D	E
83.	International Students	A	B	C	D	E
84.	Other (specify):______________________________	A	B	C	D	E

85. Do you believe that discrimination against people of color/minorities on campus is a problem ?
    A. Yes - a problem
    B. Not a problem
    C. Not sure
    D. Don't know, haven't thought about it

86. How would you characterize your college's efforts to provide a welcoming and supportive climate for people of color/minorities?
    A. No visible effort is being made
    B. A slight effort is being made
    C. Some effort is being made
    D. Considerable effort is being made
    E. A great deal of effort is being made

87. Do you know of activities, programs, or policies at your college which you believe are particularly helpful in providing a welcoming and supportive climate for people of color/minorities?
    A. Yes B. No

If you responded "Yes", please describe at least one such activity, program or policy.

____

____

You've given your opinions on the campus atmosphere for various groups. Now we would like to know how you think students perceive the campus atmosphere for minorities/people of color.

88. Which of the following responses best fits how you think **minorities/ students of color** perceive the campus atmosphere for themselves?

    A. Hostile
    B. Somewhat Intolerant
    C. Don't know
    D. Somewhat Tolerant
    E. Welcoming

89. Which of the following responses best fits how you think **white students** perceive the campus atmosphere for minorities/students of color?

    A. Hostile
    B. Somewhat Intolerant
    C. Don't know
    D. Somewhat Tolerant
    E. Welcoming

The following question ask your opinions about the values and beliefs held on this campus.

		NOT AT ALL		SOMEWHAT		VERY MUCH
90.	This college and its leaders convey a sense of values and have the expectations that all of the students will live by them in their lives. (CIRCLE ON ANSWER SHEET)	A	B	C	D	E

These values are (FILL IN BELOW):

____

____

____

Since September 1993, have you seen or heard any of the following on campus which, because of race, ethnicity, or national origin, were objectionable or offensive, to YOU, or to STUDENTS, or to OTHER STAFF, ADMINISTRATORS, or FACULTY.

	Comments on campus radio, TV, or bulletin boards	Frequently	Occasionally	Seldom	Never
91.	To you	A	B	C	D
92.	To students	A	B	C	D
93.	To other staff, faculty, or administrators	A	B	C	D
	Leaflets or Posters				
94.	To you	A	B	C	D
95.	To students	A	B	C	D
96.	To other staff, faculty, or administrators	A	B	C	D

Spray-painted signs or slogans

97.	To you	A	B	C	D
98.	To students	A	B	C	D
99.	To other staff, faculty, or administrators	A	B	C	D

Other graffiti

100.	To you	A	B	C	D
101.	To students	A	B	C	D
102.	To other staff, faculty, or administration	A	B	C	D

Articles or cartoons in campus newspapers or magazines

103.	To you	A	B	C	D
104.	To students	A	B	C	D
105.	To other staff, faculty, or administration	A	B	C	D

Jokes

106.	To you	A	B	C	D
107.	To students	A	B	C	D
108.	To other staff, faculty, or administration	A	B	C	D

109. How have you responded to any prejudicial comments or jokes in the past year? (In answering this question, please refer to the most recent prejudicial remarks if you heard any).

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D. I told the individual who made the remarks that I felt uncomfortable with what was said.
E. I criticized the individual making the remarks and said it was wrong.

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A. None
B. One
C. More than one

111. Excluding your work relationships, does your immediate social group include members of different races?
A. No
B. Less than a quarter
C. Yes, more than a quarter

112. To what extent do you feel comfortable giving direct criticism to individuals from a race other than your own?

A. Very uncomfortable
B. Somewhat uncomfortable
C. Somewhat comfortable
D. Generally comfortable

113. To what extent do you feel comfortable accepting direct criticism from individuals from a race other than your own?

- A. Very uncomfortable
- B. Somewhat uncomfortable
- C. Somewhat comfortable
- D. Generally comfortable

114. How often do you have informal conversations/contacts (small talk, lunch, etc.) with members of a different race?

- A. Never
- B. Occasionally
- C. Frequently
- D. Very Often

We are now interested in knowing more about any incidents of prejudice that may have happened to you personally. Since September 1993, have any of the following happened to you at this college for what you would consider reasons of race, ethnicity, national origin, religion, sex, or sexual orientation?

		No	Yes One Time	Yes More Than Once
115.	Felt Ignored/Made to Feel Invisible	A	B	C
116.	Was Called Names	A	B	C
117.	Was Harassed	A	B	C
118.	Was Threatened	A	B	C
119.	Was Physically Attacked	A	B	C
120.	Had My Property Damaged	A	B	C
121.	Other	A	B	C

If you answered yes to "Other" (Please describe):

____

____

If you responded NO, response A for all questions (115-121), we thank you for completing this questionnaire and you may now turn it in.

If you responded YES, response B or C for any of the questions (115-121), consider the most recent incident or series of incidents and respond to the following questions.

122. Please describe an incident (or set of related incidents) that involved you. What was the incident? Who was involved? How were you involved? Where did it take place? What do you believe was the reason? (If you need more space, write on the back of this paper).

123. How did the incident end? Was it reported? To whom? By Whom? What did you do? What did you feel like doing? What was the outcome? (If you need more space, write on the back of this paper).

Thank you for completing this questionnaire.

This instrument was developed jointly by the Westchester Colleges Project on Racial Diversity and Dr. A. Higgins, Consultant, as part of a federally funded grant. Use of it in any form is prohibited without their prior consent.

Appendix Q

WESTCHESTER COLLEGES PROJECT ON RACIAL DIVERSITY: SUMMARY REPORT OF 1994 STUDENT SURVEY
AND
COMPARATIVE REPORT OF 1991 AND 1994 STUDENT SURVEYS

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Abstract

In spring 1991, ten colleges located in Westchester County formed a consortium known as the Westchester Colleges Project On Racial Diversity to work toward the goal of improving the racial climate on their campuses and, hence improving the learning opportunities and retention rate of Students of Color. The Fund for the Improvement of Post-Secondary Education (FIPSE) of the United States Government Office of Education funded the creation of an intervention to enhance staff awareness of racial and diversity issues. A survey was conducted in Fall 1991, prior to the intervention, to assess student racial climate. This survey focused very specifically on student perceptions of racially and ethnically offensive actions experienced or witnessed. Reports of the results were written by each college. After the staff intervention program, the Consortium colleges administered a second survey to students. This questionnaire was designed by Ann Higgins and Mimi Hamilton using results of focus groups conducted at the colleges incorporated into the conceptual framework for assessing school climate in Power, Higgins & Kohlberg (1989). This questionnaire assesses college climate in four areas: academic climate, student activities, college values, and climate for racial and ethnic student groups, for women, gays and lesbians, and repeats the questions on racially and ethnically offensive actions from the 1991 survey. The primary results are enumerated: One, Students of Color did not differ significantly in their views and opinions from White students about their colleges' values and student activities. Two, significantly more Students of Color were critical of the extent of, and commitment to, racial and ethnic diversity among their faculty and administrators. Three, African American students especially felt less faculty understanding, support and interest, even though they, like all other students, said Students of Color have equal chances as White students to get good jobs upon graduation. Four, Students of Color felt there was less mutual respect among students and they were most skeptical about the ability of their colleges to meet student needs. Thus, five, Students of Color viewed their campus climates as more negative for themselves than White students perceived the climates to be for Students of Color. Six, although reports of offensive actions were 13 percent on average, they were highest among Hispanic and African American students. Finally, seven, 50 percent of the African American students reported discrimination to still be a problem on their campuses, compared to one-third of Asian American and Hispanic students and only one-fourth of White students. Implications of this extensive study are discussed.

WESTCHESTER COLLEGES PROJECT ON RACIAL DIVERSITY: SUMMARY REPORT OF 1994 STUDENT SURVEY
AND
COMPARATIVE REPORT OF 1991 AND 1994 STUDENT SURVEYS

In the spring of 1988, the Westchester Colleges Project On Racial Diversity was established as a consortium to address the issues raised by the challenge of racism in higher education. The goal of the Consortium is to improve the racial climate on campuses of higher education in Westchester County and, hence to improve the learning opportunities and retention rates of Students of Color. During the first three years, the Consortium's efforts focused on developing campus-based teams of faculty, staff and students to serve as conflict mediators in incidents of racially-motivated violence on member campuses. Recognizing that multiple factors cause such outbreaks and reaffirming its commitment to using education to prevent such problems, the Consortium sought funding from the Fund for the Improvement of Post Secondary Education (FIPSE) to conduct a major effort to improve the campus climate of the member colleges. In August 1991 the Consortium was awarded a three-year grant to support that effort.

As part of the Project, and before any programmatic interventions were undertaken, the Consortium chose to assess the current campus climates by measuring students' and staff's opinions and attitudes. The Consortium conducted such surveys in 1991. They were followed by a three-year programmatic intervention with the staff of the member colleges. Therefore, this report is a summary of the post-intervention student surveys in 1994 and a comparative summary of the 1991 and 1994 student survey results conducted by the member colleges.

Literature Review

Ruth Sidel, sociologist and author of the recent book, *Battling Bias* (1994), points out that colleges have been aggressively courting select Students of Color, especially African American and Hispanic students as a response to accusations of exclusion and also as an expression of their desire to have student populations that better reflect the demographics of our country. Colleges and universities of all types have been fairly successful in increasing the number of Students of Color; the percent of African American and Hispanic students rose from about 25 in 1985 to 33 in 1991 nationwide. This book describes race on campuses in a snapshot filled with the names and stories of many individuals; it is not a report of a national survey or a compilation of scientific studies. It is interesting, however, because the author suggests three phenomena that were found, albeit in weaker forms, in the current research. One, Students of Color feel continuing discrimination that engenders feelings of isolation and loneliness accompanied by quite weak feelings of belonging to a group or sharing an identity based on their race or ethnicity. Two, "outbreaks of overtly racist, sexist, anti-Semitic and homophobic incidents have plagued campuses across the country;" (Sidel, 1994, p. 49). In the current study these incidents were rare but what was more commonly reported by Students of Color and by some White students as well were offensive jokes, insults, graffiti, and posters based on race and ethnicity. Three, "Among the barriers (to education) that many have had to face in recent years are virtually continuous clashes stemming from prejudice, ethnocentrism, and fear--fear of the unknown, of the stranger among us." (Sidel, 1994, p. 79) Such clashes comprised the majority of the comments made by students in this current study in response to questions asking for reports of bias incidents and offensive actions. Thus, it seems that the students in the present study also felt as if they did not know what to expect from the "strangers" they meet on campus, in their classes and in their dormitories. And they, like those portrayed by Sidel (1994) fell back on stereotypes when trying to explain their own behavior toward others and their treatment them. Our data show that Students of Color, having suffered some kinds of discrimination and stereotyping, seemed to be more sophisticated and patient in getting to know and in judging others than were the White students.

Many studies conducted in the 1970's and 80's usually at one college or university (see Williams & Leonard, 1988) found that pre-college factors were most predictive of retention and graduation among African American college students. Insufficient high school preparation, rather than issues of racial identity, vocational interests or college environment was seen to predict retention outcomes. In contrast, research conducted in 1987 by Nettles and Johnson surveying White and African American students at 30 southern and mid-Atlantic universities in the US with populations about equally African American and White found opposite results.

Nettles and Johnson's (1987) multivariate analyses demonstrated that in-college behaviors and academic performance of individual students as well as contact with faculty were most influential and predictive of student satisfaction, positive peer relations and academic integration. A more moderate influence was institutional characteristics, especially selectivity. Of minimal importance were pre-college factors such as high school grades or racial composition of the high school attended. They also found that student-faculty interaction was key in the socialization process and that White students were more satisfied and more academically integrated than Black students. Another study by Dillard (1989) found at a southwest university that Caribbean students were more satisfied with the grading system and quality of education and White students more satisfied with the social life than were the Black students. These two studies highlight the importance of evaluating college life and campus atmosphere as was done in the present study as well as emphasizing the need for interventions *during* college to insure greater success and satisfaction in college for Students of Color. In 1979, Freeman (cited in Galicki & McEwen, 1989) proposed the concept of the "null environment," that is a college climate and academic situation that neither encourages nor discourages students of a particular race or ethnicity. He characterized the null environment as inherently discriminatory because it fails to acknowledge the differentiating environments, needs, backgrounds and ideologies of particular racial and ethnic groups.

Certainly, the focus of the mid 1980's and early 1990's on college campuses has been a rejection of the adequacy of the null environment in conceptualizing research studies and through many and varied attempts to promote recognition of, and respect for, racial and ethnic diversity. One research study (Mallinckrodt, 1988) found that interpersonal relationships and perceived social support from family were predictive of student academic success as Freshmen. The current ideology seems to emphasize differences and tolerance but it also assumes that students come to college with the knowledge of, and respect for, other groups as a firm basis upon which to build. As Sidel (1994) said and as the current study suggests, these assumptions should probably not be made; rather they should be part of the education of any diversity project or intervention.

Cheatham and his colleagues (Cheatham, Tomlinson & Ward, 1990; Cheatham, Slaney & Coleman, 1990) conducted two studies that support the suggestion above. They found that African American students at predominately white colleges scored higher on a 42 item instrument intended to assess African self-consciousness and on the Racial Identity Attitude Scale to assess racial identity than did their counterparts at predominantly black colleges. They interpreted their findings as refuting the often made charge that African American students stagnate or lose their Black identity at white colleges. Instead they suggested that the relatively few opportunities for African American students to immerse themselves in courses and activities of their own heritage encourages them to seek out and take full advantage of them, resulting in heightened awareness and identity as African Americans.

Although there has been a fair amount of research about why African American students either succeed or fail in colleges, whether predominantly white or black, there is little research investigating the reasons behind success and failure in other Students of

Color. Moreover, as indicated by this brief review, the *time* when the studies were done may be the most important variable, both because research questions have changed from the 1960's (see Taylor, 1986) to the 1970's, to the 80's and into the 90's. Now the focus seems to be on diversity and the expectation is that students know about each others' cultures and values. Although overt discrimination and bias incidents do occur on college campuses and are quickly made into local or national news, the more frequent state of college climates today may be one of not knowing and, thereby, of seeming indifference. It may seem as if the "null environment" has returned. If this is the case, as research suggests, then the time is right and the need is clear for interventions and programs on campuses to educate our youth--to give them the knowledge they need as the ground upon which to nurture respectful, understanding, and eventually close mutual relationships with those who are the strangers among them--each other.

The present study reports results that reflect many of the issues and concerns raised in the literature. This abbreviated review of both research and ideas about the effects of racism on college campuses provides a context for looking at the results from the present surveys done in conjunction with the Westchester Colleges Project on Racial Diversity.

Method

Procedures

This is a brief description of the procedures used for designing the questionnaires since they differed for the 1991 and 1994 studies.

In 1991, the survey instrument used was developed by Dr. Howard Ehrlich of the National Institute on Prejudice and Violence at the University of Maryland. The Steering Committee of the Consortium, the Coordinator of the Project, and institutional research officers from several of the member campuses, in consultation with Dr. Ehrlich, developed the 84 question survey. This survey was adopted specifically for use by all the colleges participating in the Project.

This questionnaire sought information about the following areas: respondents' demographic information; reports of frequency, type, location and perpetrator category in incidents of bias or racism , e.g.., incidents that occurred due to a person's race, ethnicity, or nation of origin, directed toward the respondent or directed toward another and witnessed by the respondent; reports of incidents of bias based on gender, sexual orientation, handicap or illness of respondent or another and witnessed by respondent; and reports of the respondents' reactions to any reported incidents.

In 1994, Dr. Ann Higgins of Fordham University and an expert in the area of school climate assessment (see Power, Higgins & Kohlberg, 1989) was contacted to advise the Steering Committee of the Consortium on constructing a survey instrument to use as part of the effort to evaluate the impact of the Project's intervention program. The focus of the instrument was to be on students' views of campus climate. Dr. Higgins and Ms. Hamilton, a Fordham University graduate student in the Applied Developmental Psychology Program, agreed to undertake this task without remuneration.

The goal of the 1994 assessment was to place the information gathered on bias incidents into the broader context of overall campus climate at each college in order to better understand the colleges as whole communities and institutions, which in turn, together with bias information would be a stronger basis upon which to make recommendations for continuing efforts create climates of diversity and tolerance.

In order to insure that questions addressed the specific issues of climate of each member college, two focus groups were conducted on each campus by Higgins and Hamilton. Focus groups met the following specifications: one group was representative of each college's student population demographically; and one group was representative of active student groups, always including at least half Students of Color.

The results of the focus groups were enormously helpful in constructing the student questionnaire. They revealed shared areas of concern across campuses, the range of opinions about these areas of concern, and identified areas unique to each college. The shared areas of concern were three: academic climate which includes the relations between faculty, administration and staff and students; the student climate which covers students' views of activities and opportunities available to them; and the climate of the campus for each ethnic and racial group as well as for women and gays and lesbians. The unique aspects that were built into the questionnaire for each college addressed issues of identity and naming. For example, on one college, African-American students may call themselves Blacks while on another they may identify themselves as African-Americans. On one campus, Students of Color use that name, while on another they use "minority students." The names of particular students groups and activities were also inserted in specific questions for each college. For instance, at one college Residence Halls comprised a meaningful group, for others such was not the case. The last part of the 1994 survey was a report of incidents of bias and prejudice that respondents experienced or witnessed and is a replication of some of the questions from the 1991 survey. The 1994 survey omitted questions about location and perpetrator category, replacing them with open-ended questions asking for descriptions of incidents, people involved, and resolutions achieved.

Samples

In 1991 each college in the Consortium determined the size of a sample necessary to give a fair picture of the student body on each campus. Although the college chose different methods for administering the survey, most administered them during class time and some mailed them to students on and off campus. Mailing of any kind resulted in very poor return rates, 15% or less which resulted in less than 10% totally completed and usable surveys. Class room administration by faculty who agreed resulted in higher return rates.

Therefore the 1991 samples varied in size although all were deemed representative of their college populations' demographic characteristics, including number of students from racial and ethnic minority groups.

The specific samples and their characteristics in relation to their colleges' student population are reported in the 1992 reports of each Consortium college. Student populations ranged from 350 to 3500. Sample sizes and as percentage of total population are as follows: College One-204 (32%), College Two-608 (na%), College Three-485 (na %), College Four-393 (na%), College Five-315 (12%), College Six-53 (na%), College Seven-84 (24%), and College Eight-21 (na%). The total sample was 2163. Various racial and ethnic minority groups were somewhat over or underrepresented in most samples. Two colleges analyzed the data from their students and did not make reports available for use in this report. A third college conducted its own research study and likewise, did not make data from its students nor a report available for summary in this report.

In 1994 each college administered the survey and all but one did so using faculty and class time. One college used students' on-campus mailboxes, included return envelopes and sent three reminder cards. The samples were representative of each college's population overall; however, the following differences are noted: two samples over represented Freshmen, one over represented Seniors and Juniors, three over represented Students of Color and three underrepresented them slightly, although none of these differences was large. Lastly, one sample was 20% male matching its population and one was all female matching its population. It is also worth noting that in each of three colleges, nine percent of the students chose not to disclose their ethnic or racial identity.

The sample sizes are as follows: College One-235, College Two-479, College Three-345, College Four-65, College Five-267, College Six-55, College Seven-60, College Eight-0, College Nine-239, and College Ten-65 students.

The total sample across colleges upon which data analyses were done is 1810 students for the 1994 study. This sample was 63% women and 37% men. There were two percent Native Americans (N=33), four percent Asian-Americans (N=69), 14 %

Hispanic (N=247), 15% African-Americans (N=269), and 66% White (N=1191). Four percent (N=77) of the students chose not to disclose their racial and ethnic identities and thus, are not included in the analyses for this report.

Instruments

The survey questionnaires used in 1991 and in 1994 are appended (See Appendices A and B, respectively).

The reliability of the 1994 survey questionnaire is currently being established by comparing item responses among the college samples in this study. The construct validity of both the 1991 and 1994 instruments seems good based on the fact that students from all the different colleges were able to respond to all the questionnaire items. Some evidence for concurrent validity is seen in the fact that students who chose to write responses to the open-ended questions did so in ways consistent with their responses to the Likert items. The evidence for external validity comes from the fact that the reports of the results for each college have been received by the respective colleges as documenting some issues they think exist on their campuses, accurately reflecting some of their knowledge of their students and occasionally surprising them with new insights they found believable.

Results

Data Analyses

The data analysis done for the 1991 survey consists of frequencies and percentages of the range of responses offered to each question by demographic characteristics, particularly by racial and ethnic identity.

The data analysis done for the 1994 survey consists of frequencies and percentages of the range of responses offered to each question and to questions grouped by area of focus by demographic characteristics. Although these analyses were done for all demographic characteristics, only results by ethnic and racial identity of students are reported herein. All the results appear in the individual reports to each college.

In addition, the average responses for each area of focus by racial and ethnic identity were analyzed for significant differences using ANOVAs and Tukey's studentized $\underline{t}$ statistics. The $\underline{t}$ statistic reveals significant pairwise comparisons between groups in ANOVA tables with significant $\underline{F}$ values. These analyses were done for the individual colleges and for the aggregated data across all the colleges.

Narrative Summary of 1991 Results

Incidents: Very serious or physically violent incidents of bias were almost nonexistent across the campuses according to the respondents. The incidents of bias that were reported included offensive jokes, graffiti, posters, cartoons and being put down or embarrassed most frequently by another student, sometimes by a teacher, occasionally by an administrator and least often by a staff person. Either these incidents were directed toward the respondents or they had witnessed them. At least 60% and often 80 to 95% of the total of each sample reported no incidents in these categories, although 5 to 40% did. African-American, Asian-American and Hispanic students more often than other students reported having experienced or witnessed a bias incident.

Across the reported incidents, other students were identified as the perpetrators of bias incidents by at least half of the students. Faculty and administrators and staff were only identified as the source of bias incidents by about 20% in each incident.

Campus climate for Students of Color: Between 15 and 25% of the total of each sample rated their college climates as somewhat intolerant or hostile toward African-Americans and Hispanics. Between 30 and 50% of Students of Color felt their campuses were intolerant or hostile toward them. Less than 10% of White students reported the climate of their campuses as being intolerant or hostile to Students of Color, especially Native Americans and Asian-Americans.

Discrimination: Between one-third and one-half of the respondents in most samples felt that discrimination is still a problem on their campuses. However, at two of the colleges, discrimination was seen as an issue by only one-quarter of the student samples.

Almost half of the Students of Color on all of the campuses reported that discrimination on their campuses is still a problem. This result was found across campuses however, there was variance within the group-Students of Color, with African-American students more often reporting discrimination to still be a problem.

Career chances: The opinions of students about who has a better chance for a good job, Whites or Students of Color varied across the samples. However, more African-American students felt they did not have chances equal to White students, whereas Hispanics often felt their career chances were equal to or better than White students.

Narrative Summary of Corresponding 1994 Results

Following are summaries of the issues that were used in 1991 and repeated in 1994. They will be reported here in narrative form, while some may again be reported when the statistically significant results are presented in the next section.

Incidents: An additional category was added to bias incidents; it described being purposefully ignored by someone presumably due to race or ethnicity. Between 25 and 50% of African-American and Asian-American students across the colleges reported feeling ignored due to their race by other students or teachers.

As was true in 1991, almost no students across all the campuses reported being the victim of, or witnessing, a physically violent or potentially physically violent bias incident. The percentage reporting such was below 10% in all cases, and often it was under five percent. Also there was little property damage or harassment reported; however, Asian-Americans reported suffering these attacks more than any other group.

Bias incidents involving jokes, graffiti, posters, cartoons and being embarrassed due to one's race or ethnicity were reported by one-third or less of the students across the samples. There were no systematic differences between Students of Color and White students, although usually one ethnic or racial group reported more incidents than the average at each college.

One finding that emerged in the 1994 results but was not found in 1991 is that more White students reported being victims of bias incidents and prejudice. In some college samples, this number exceeded the overall sample average.

Campus climate for Students of Color: The total samples of each college reported their colleges welcomed Students of Color and overall, the Students of Color agreed with them. See Figure 1 below. The Asian-American and African-American students felt the most hostility or felt ignored more often than other Students of Color as Figure 1 shows. In addition, more Students of Color felt hostility or ignored more than was perceived by the total samples, labeled as "by all" in Figure 1. The Hispanic students across the samples varied in their opinions more than the other Students of Color.

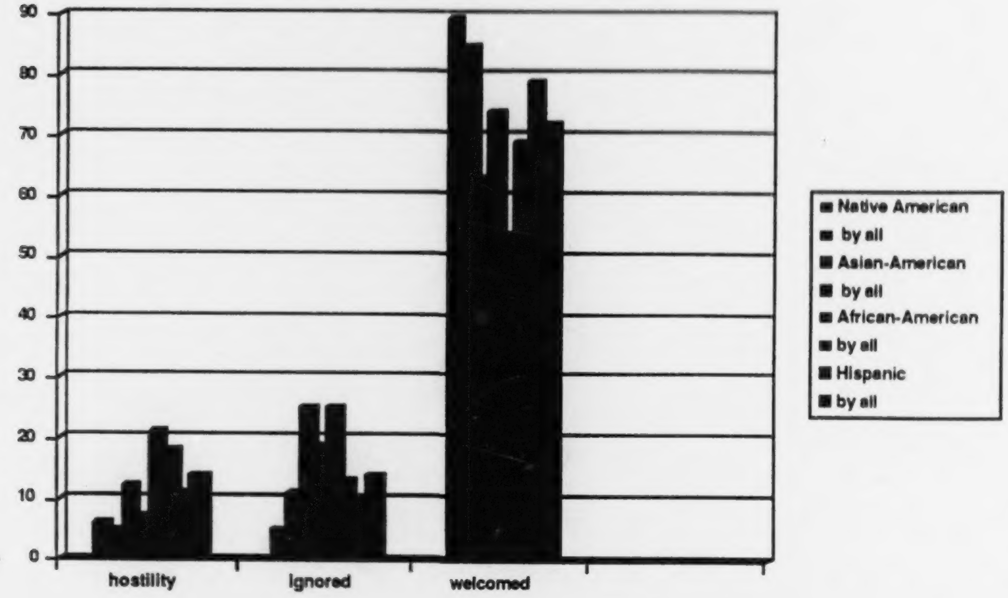

Figure 1: Opinions of Ethnic and Racial Groups In Comparison with the Opinion of the Total Sample (By All) About How Each Group Is Treated On The Campuses

Discrimination: A second strong result of this study was found in the samples' views of discrimination as still a problem on their campuses. At least half, and usually two-thirds to all, of the racial and ethnic minority students reported that discrimination was still a problem. In contrast, usually only one-third of White students felt the same.

Significant Results of 1994 Survey Based on Inferential Statistics Comparing Colleges

This section will be organized by the same areas of focus used to group questions together for the descriptive results given in the individual reports to the colleges. These areas are:

1. Academic climate--students' views of the contributions to campus climate of the faculty, administrators and staff.
2. Overall campus climate--students' feelings about student relationships, students' views about the contributions to and responsibilities for students, faculty, administrators and staff to improve the college, values of the college and the extent to which students shared them, and the roles of formal student groups in the creating the climate.

3. Campus media reporting--this category will be omitted because no significant differences were found by race or ethnicity of students on any campus.
4. Climate for specific groups--how all students and the specific ethnic and racial groups of Students of Color perceived their campus climates, chances for career success, and to extent to which they would recommend their college to a friend.
5. Incidents of prejudice or bias--students reported the type and frequency of incidents of prejudice or bias that they experienced or witnessed and their view of the extent to which discrimination still exists on their campuses.

Thus, the following results demonstrate that significant differences exist between two or more racial or ethnic groups at one or more colleges.

Area 1: Academic Climate: This area showed important differences for most of the colleges. Students of Color at four colleges were more critical of the faculty than the total samples. On three campuses, the African-American students were more critical than the White students and on the fourth, more critical than the Hispanic students about the faculty's treatment of them. Asian-Americans were more critical than Whites on one campus.

Students of Color saw the administrators and/or staff as treating them less well than did the total samples at four colleges. Differences at two were only significant overall, no particular groups were significantly different. At the third college both Native American and African-American students were more critical than White students, while at the fourth only African-American students were more critical.

The exact same patterns of differences pertained at these same four colleges when the students assessed how well the administrators met their needs.

The only other issue that showed significant differences was dissatisfaction with the racial diversity of faculty, administrators and staff. This occurred at one college where the African-American students are significantly more dissatisfied with the extent of diversity of personnel on campus than are the Asian-American students.

Area 2: Overall Climate: Students of Color at the same four colleges as discussed in Area 1 were more skeptical than their White counterparts about the commitment to diversity of the faculty, administrators and staff. As in Area 1 differences at two colleges were only significant overall. At the third college both Native American and African-American students were significantly more doubtful than White students whereas at the last college only African-American students were more skeptical.

Significant differences in the views of students by race and ethnicity toward how well a fifth college meets the needs of all of its students were found, but no pairwise comparisons were significant. At one of the four colleges the African-American students were significantly more critical in this area than other Students of Color and White students.

At a sixth college, African-American students felt that all students had less respect for each other than did White students; while at the fifth college both African-American and White students were significantly more critical of the amount of respect shown than were the Hispanic students, who felt students did have respect for each other.

The students at a seventh college divided by race/ethnicity on only one issue--the extent to which the climate fosters individuality or presses for conformity--on which African-American and Hispanic students experienced the climate significantly differently.

On a related issue, effectiveness in changing the climate, only results from one college revealed a significant difference by racial group; African-American students were more pessimistic about anyone on campus being able to effect positive change than were the White students.

The last area of concern in this category that showed significant differences by racial and ethnic group membership was at one college. African-American students reported their values did not overlap as much with the College's values and also they did not intend to live by them compared to both Hispanic and White students, who perceived greater congruence.

Area 4: Climate for Specific Groups: This area of focus assessed the climate for specific groups other than racial and ethnic groups, however only the latter are reported herein. The results presented here differentiate the general findings based on frequencies given in Figure 1 into statistically significant and non-significant results.

Students of Color from four colleges thought the climates of their colleges were differentially beneficial or supportive for various student groups. At one college only overall differences were significant, no pairwise comparisons were. On another campus, the African-American students thought the climate was significantly less supportive of Students of Color than the White students thought it was for Students of Color. At a third, both Asian-Americans and African-Americans saw the campus climate as significantly less helpful for Students of Color than did White students. The results were different at a fourth college where the Hispanic students responded the same as the White students, and the African-American students responded differently and were more critical of the climate for Students of Color.

There was wide variation in the responses to whether the colleges met the needs of specific groups, namely, racial and ethnic groups, women as a group, and students with homosexual orientations. At one college, significantly more Hispanic students were critical than either Native American or White students. At another, significantly more African-American students responded negatively than White students and at a third more responded negatively than both White and Native American students.

Only two colleges' results demonstrated significant differences on the issue of how well they prepare Students of Color for work and careers. More African-American students than Native American students at one college felt Students of Color are not well-prepared by their college; and at the other, more Hispanic students had negative opinions about the preparation of Students of Color for work and careers than did White students.

The last specific issue in this area of concern is whether students would recommend their college to a friend. Although there was a significant overall difference at two colleges, the pairwise comparisons failed to show any significance. In contrast, at one college more African-American and White students would recommend a friend matriculate there than would the Hispanic students.

Area 5: Incidents of Prejudice and Discrimination: As was discussed earlier, the type and frequency of bias incidents, especially potentially violent ones, were very low across all the samples, and less serious incidents seem to occur fairly uniformly across groups of students. Only at two colleges were there overall significant differences found in analyses of variance; however, at neither school were there any significant pairwise comparisons.

The last issue for which analyses showed significant differences was on students' opinions about the extent to which discrimination was still a problem on their campuses. At one of the two colleges just mentioned, a significant overall difference was found but no specific groups differed significantly. At the other college, significantly more African-American students thought discrimination was a problem than did Hispanic or White students.

Significant Results for the Aggregate Data from the 1994 Sample of 1810 Students from the Eight Colleges based on Inferential Statistics

The following results are based on ANOVAs with the alpha level set at .05. The sample sizes vary but are never less than 1725. The average power is approximately .85.

Academic Atmosphere: Students' ideas about how positive the atmosphere of their colleges are differed significantly by their race and ethnicity. African American students differed from Native American, Hispanic and White students. They said there was not enough racial diversity among faculty and that the faculty are not committed to fostering racial diversity among themselves. Fewer said faculty are effective leaders; fewer felt fairly treated by faculty; more thought the faculty had no expectations for them academically; and fewer felt faculty offer support to student events. In addition, more African American students than other groups felt faculty neither understand today's students nor Students of Color.

The African American students were significantly more critical than the Asian American students in their opinions about racial and ethnic diversity on the campuses. These students agreed, however, that commitment to diversity by all groups on the campuses was weaker than was thought by the rest of the students.

Both African American and Hispanic students differed significantly with White students when characterizing the atmosphere created by administrators and staff. Their critical view of racial and ethnic diversity lay more with opinions about lack of staff diversity than administration diversity, although they felt the administrations are not committed to increasing diversity among themselves. They did report less favoritism toward some students by the staff than did White students but felt less administrative support for student events. Hispanic and African American students felt that administrators have less understanding of Students of Color and are more paternalistic than did the White students.

Sharing the Colleges' Values and Missions: There were no significant differences found among the racial and ethnic groups in terms of how many of them endorsed their college's values and missions. Sixty percent of the students said their colleges convey a sense of values strongly or to some extent and the same percentage said they plan to live by them completely or somewhat. These results indicate that students of various ethnic and racial groups do not feel differentially alienated from their colleges, even though one-fourth said they would not live by their colleges' values. Also noteworthy is the fact that one-fourth of all students said that their colleges represent no particular values.

Overall Climate of the Campuses: Students belonging to different racial and ethnic groups characterized their campuses similarly, that is, one-third saw their campuses as cliquish, cold, conforming and moderately calm. About one-fifth reported their campuses as being open, warm, individualistic and fairly tense. The majority were in between. They also agreed about the contributions to campus climate and to improving it of faculty, administrators, staff and students.

African American and White students disagreed significantly about whether students respect each other regardless of race, ethnicity and country of origin. The African Americans felt there was less respect.

Both Hispanic and African American students were more critical of their colleges as institutions and of their administrators being able to meet student needs than were the White students.

Campus Climates for Students of Color: The only significant difference in students' ideas about how well Students of Color are educationally prepared was found between Hispanic and White students; the Hispanic students were more critical. All groups thought Students of Color would have equally good chances for getting a good job as White students. Even so, the African American student said they are significantly less likely to recommend their colleges to friends for matriculation than did Hispanics or Whites.

African American students reported significantly more often that discrimination is still a problem on their campuses than was reported by Hispanic or White students. Fifty percent of African American students said discrimination is a problem, whereas one-third Hispanic and Asian American students said it is. Only 24 % of White students saw it as still a problem.

Incidents of Prejudice and Discrimination: Both Hispanic and African American students experienced or witnessed significantly more incidents of prejudice, such as in jokes, insults, graffiti, and on signs and posters, than did White students. On average, four percent of all students reported that they *frequently* had experienced or witnessed such incidents, while nine percent on average said they *occasionally* had encountered incidents of prejudice. Fifty percent on average reported they had seen or been involved in none. These figures leave 37% of the students in the *not reporting category*, which makes interpreting these results difficult.

There were no differences among racial and ethnic groups in reports of incidents of actual physical or verbal abuse or harassment or theft of property; and all of these were reported at three percent or below.

Although the following data were not statistically significant between racial and ethnic groups, they are important to report. Seventy percent of the White students have never been embarrassed by another student. Only half of the Students of Color could report the same whereas one-fourth to one-third of them reported one to three occasions of embarrassment. Although half of the Students of Color and 60 percent of White students reported never being embarrassed by a professor, fully one-fourth to one-third of Students of Color suffered embarrassment from a professor at least once or more.

Sex Differences: This brief summary of significant differences between female and male students is given to show that very few were found and because they complement the racial and ethnic group differences found for academic atmosphere including the ability and responsibility of faculty, administrators and staff, and students to improve their colleges' climates and the issue of discrimination. In addition, women and men had different views about what their colleges provide for women and for gays, bisexuals and lesbians.

Women students were more critical of the academic climate overall and specifically they did not think there is adequate racial diversity among the administrators and staff. More women thought students are able to make changes to improve campus climate than did the men. Moreover, more women (one-third) said that students are *responsible* for trying to improve their campus climates than did the men (one-fourth). Women and men differed significantly in their opinions about faculty and administrators' *responsibility* for initiating positive changes on campus primarily because more men than women thought these groups had little or no such responsibility; and more women than men thought these same groups had great responsibility for positive change.

More women said discrimination is still a problem on their campuses and more men said that it is not a problem, thus resulting in a significant sex difference. Although there is no way of knowing for sure, it may be that women perceived more discrimination than did the men because they may have included prejudice against women and gays, bisexuals and lesbians as well as against Students of Color, whereas the men did not. The women were significantly more critical of their colleges' atmospheres, courses, programs, and activities for women and gays, bisexuals and lesbians than were the men.

Conclusion

The results of this study are best understood if considered within the context of historical changes in Americans' definitions of racism and prejudice and current social issues related to how best address continuing discrimination. The importance of the results lay in understanding where they revealed similarities and where they revealed differnces in the attitudes and perceptions of Students of Color and White students. There were no differences found in students' views of their colleges' values and the extent to which students felt they shared them and would live by them. There were no differnces in students' characterizations of their campus climates, broadly defined. There were no differences in how students saw the role of student activities; in particular, they said that activities and clubs defined by their members' race or ethnicity or sexual orientation do not divide their campuses but are, rather, a vehicle for expressing one's identity. Last, there was no difference in students' beliefs that when they graduate they will all have equally good chances to get good jobs. Together these results suggest that Students of Color are integrated into the life of the colleges surveyed. These results are consistent with the historical changes in higher education that removed many of the structural barriers by the 1980's.

The results that show significant differences between Students of Color and White students demonstrate that now, in the 1990's, there is a more subtle or informal form of prejudice in colleges, and it is expressed not in institutional policies or structures but in the interstices of relationships and expectations between individuals and between the individual and the insititution, in its normative structures. This study found that Students of Color have much higher expectations than the White students for their faculty and administrations to be more racially and ethnically diverse, as they, the students, are, and for them to be more committed to creating diverse faculty and administrations. African American students felt less understood and supported by faculty than did the other students; for example, many said they felt faculty had no or too low expectations for them academically. Students of Color reported being embarrassed by faculty more often than White students, although the incidents were rare. Consistent with this, was the finding that Students of Color were most skeptical about the ability of their colleges to meet students,' all students, needs. Students of Color felt there was less mutual respect among students than was reported by White students and, in fact, African American and Asian American students reported being the victim of or witnessing bias incidents significantly more than other groups. These specific views and others were captured in the high percentages (one-third to one-half) of Students of Color who said that discrimination is still a problem on their campuses and even higher percentage (three-fourths) of White students who reported discrimination was no longer a problem.

From these results, it is reasonable to conclude that college campuses in America in the 1990's are formally integrated institutions but that Students of Color and White students to a great degree still live in different worlds on and off their campuses. The authors believe that this study can be very helpful to college administrators, faculty and student groups who are trying to understand the nature of prejudice and discrimination in classrooms, cafeterias and dormitories in which White students sit next to African American students, and Hispanic students compete with Asian American students: strangers and stereotypes most often trying to be decent and fair to one another.

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STAFF OPINION SURVEY ON CAMPUS CLIMATE

SPRING 1994

In the spring of 1994, the College of New Rochelle (CNR), as part of the Westchester Colleges' Project on Racial Diversity, administered a survey to collect data on the campus climate for students. The purpose of the survey was twofold: (1) to access the current climate; (2) to assess the impact of the Racial Diversity Workshops on campus climate. This report covers the survey of the staff done in the Spring of 1994.

How the staff survey was conducted

CNR staff at the main campus were invited to attend a one-day Racial Diversity Workshop offered during the period from Fall 1992 through Spring 1994. Staff who attended a workshop were then asked during the Spring of 1994 to complete the survey and hand it in. Staff were assured that the anonymity of their answers would be respected.

The survey questionnaire had 123 questions, the majority of which were forced, multiple choice. A number of questions asked respondents to write clarifying statements on their questionnaires. This report is based solely on both computer tabulations of the multiple choice questions and the qualitative, written responses.

The sample

Of the 208 staff contacted, 99 (47.5%) returned answer sheets. Four returned blank answer sheets making the response rate 46% of the staff. Because self selection affected the returns, the sample cannot be said to be truly random. The high return rate, however, indicates that the survey is a good measure of staff opinion.

The group returning surveys closely matches the CNR staff in gender. The sample is also a fairly close match with the staff in ethnic/racial makeup except that African Americans are slightly under represented. Unfortunately, the numbers of people in all but the "White" category are too small to make meaningful comparisons of responses by ethnic/racial groups. The ethnic/racial makeup data are presented in Table 1.

TABLE 1

1994 STAFF ETHNIC COMPOSITION

	CNR STAFF	SAMPLE
GENDER		
Female	85%	83.8%
Male	15%	16.2%
No data		0.0%
ETHNICITY/RACE		
White/Caucasian	76%	84.8%
African American	21%	9.1%
Hispanic/Latin	2%	3.0%
Native American	3%	3.0%
Asian/Pacific	1%	0.0%
Other	0%	0.0%
No Answer	0%	0.0%

In terms of age, 68.6% of the sample group were aged 40 and over as compared with 29.3% aged below 40 (2% did not respond to the question). The two largest staff areas in the group were "administration" (45.5%) and "clerical/secretarial" (24.2%). Student support and academic support each contributed about 8-9% of the sample. Another 2% did not respond to this question.

Incidents seen or heard that were insulting to students

Staff were given a lists of incidents of prejudice and asked whether they had experienced any such incidents since September 1993. Those who had experienced prejudice were asked to describe the incident and the manner in which it was resolved. Responses indicated two items most frequently seen or heard were "general comments anywhere on campus" (heard by 24% of the respondents) and "jokes" (heard by 45% of the respondents). Less commonly observed were insulting leaflets or posters (23%) and graffiti (11%). Spray painted signs, articles and cartoons in campus newspapers, comments on bulletin boards, and harassing phone calls were reported by less than 10% of the group.

Staff assessment of campus climate for minorities/people of color

Staff were asked to rate the campus climate for students of color as:(1) hostile, (2) somewhat intolerant, (3) don't know, (4) somewhat tolerant and (5) welcoming. The overwhelming evaluation of the CNR climate for all groups was positive with most respondants perceiving a welcoming to somewhat tolerant atmosphere. Equal percentages who found the climate somewhat tolerant or welcoming for Asian American/Pacific Islanders (77%), African Americans (73.4%), and Hispanics (80%) were fairly equal. Smaller percentages rated the climate as somewhat intolerant or hostile for Hispanics (8%) and African American (15%). The majority of those who did rate the climate for Native Americans rated it as somewhat tolerant to welcoming.

While the majority of staff perceived the climate in a positive way, the responses of staff of color were somewhat less positive than those of white staff. As stated before, group sample sizes were too small to draw conclusions about differences among the racial/ethnic groups regarding their view of the campus climate for students. In Table 2, responses of people of color are grouped together. While in all cases, more staff, whether of color or white, rated the campus as "somewhat tolerant" or "welcoming" for students, staff of color did so in smaller percentages than did white staff.

TABLE 2

1994 CLIMATE RATINGS

	Hostile-somewhat intolerant	Welcoming-some-what tolerant	Don't know/ No answer
CLIMATE FOR AFRICAN AMERICANS			
Staff of Color	2 (16%)	8 (66%)	1 (8.0%)
White staff	13 (15.6%)	62 (76%)	6 (7.2%)
CLIMATE FOR HISPANICS			
Staff of Color	2 (16%)	9 (75%)	1 (8.0%)
White staff	6 (7.2%)	67 (79%)	7 (8.4%)
CLIMATE FOR ASIAN/PACIFIC			
Staff of Color	2 (16%)	8 (66%)	1 (8.0%)
White staff	2 (2.4%)	66 (75%)	12 (14.5%)
CLIMATE FOR NATIVE AMERICANS			
Staff of Color	0 (0.0%)	7 (58%)	2 (16%)
White staff	3 (3.6%)	55 (65%)	19 (22%)

Changes in Climate 1992 - 1994

These positive ratings of CNR Campus Climate represent a significant improvement in the ratings obtained in 1992 when 35% of Staff of Color perceived the climate as hostile/somewhat intolerant for them compared to only 16% in 1994, while the percentage of whites perceiving a negative climate decreased from 20% to 15%.

A comparison of 1992 and 1994 ratings is presented in Tables 3 through 6.

TABLE 3

CHANGES IN CAMPUS CLIMATE

1992 -1994

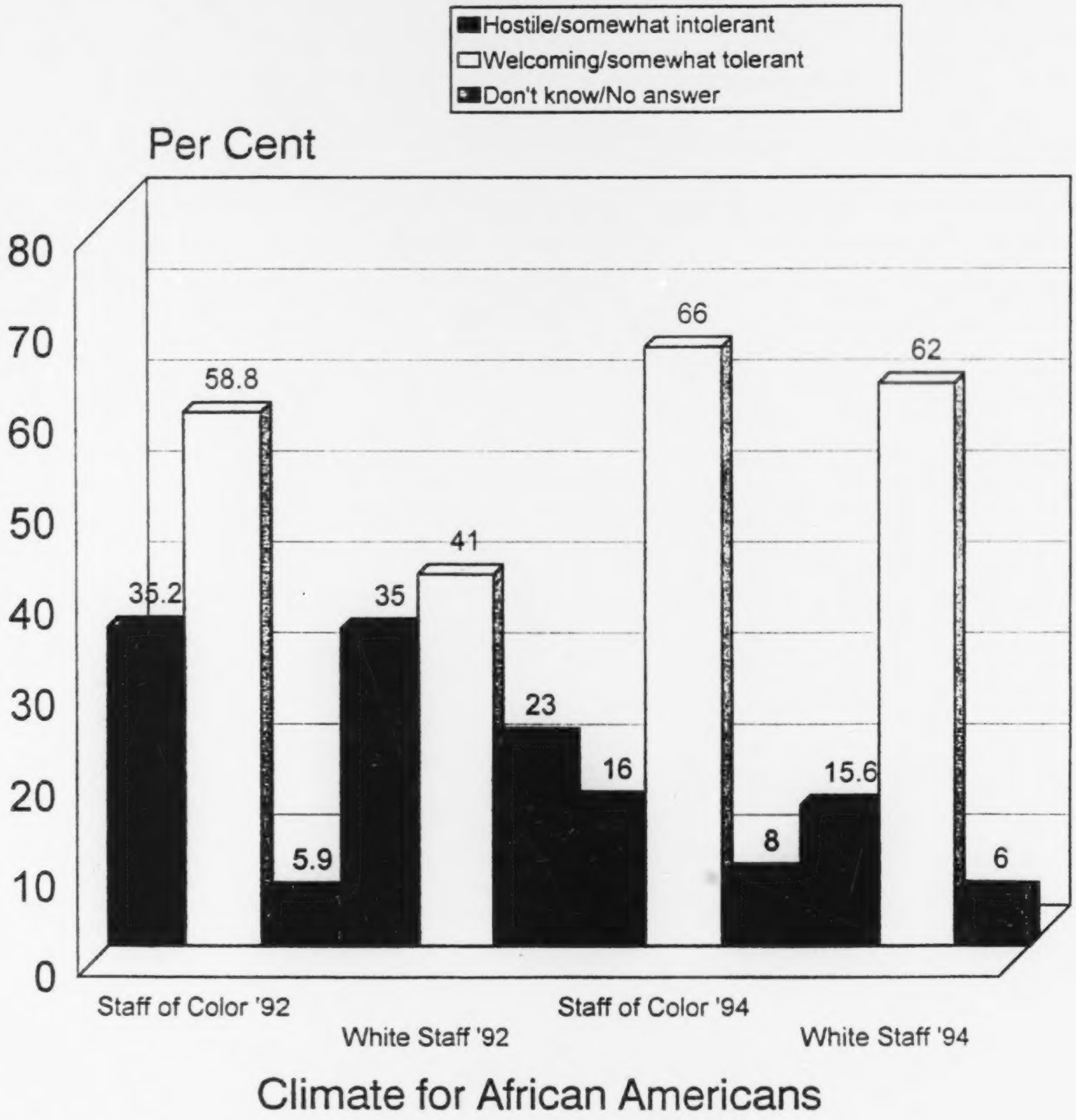


TABLE 4

CHANGES IN CAMPUS CLIMATE

1992 -1994

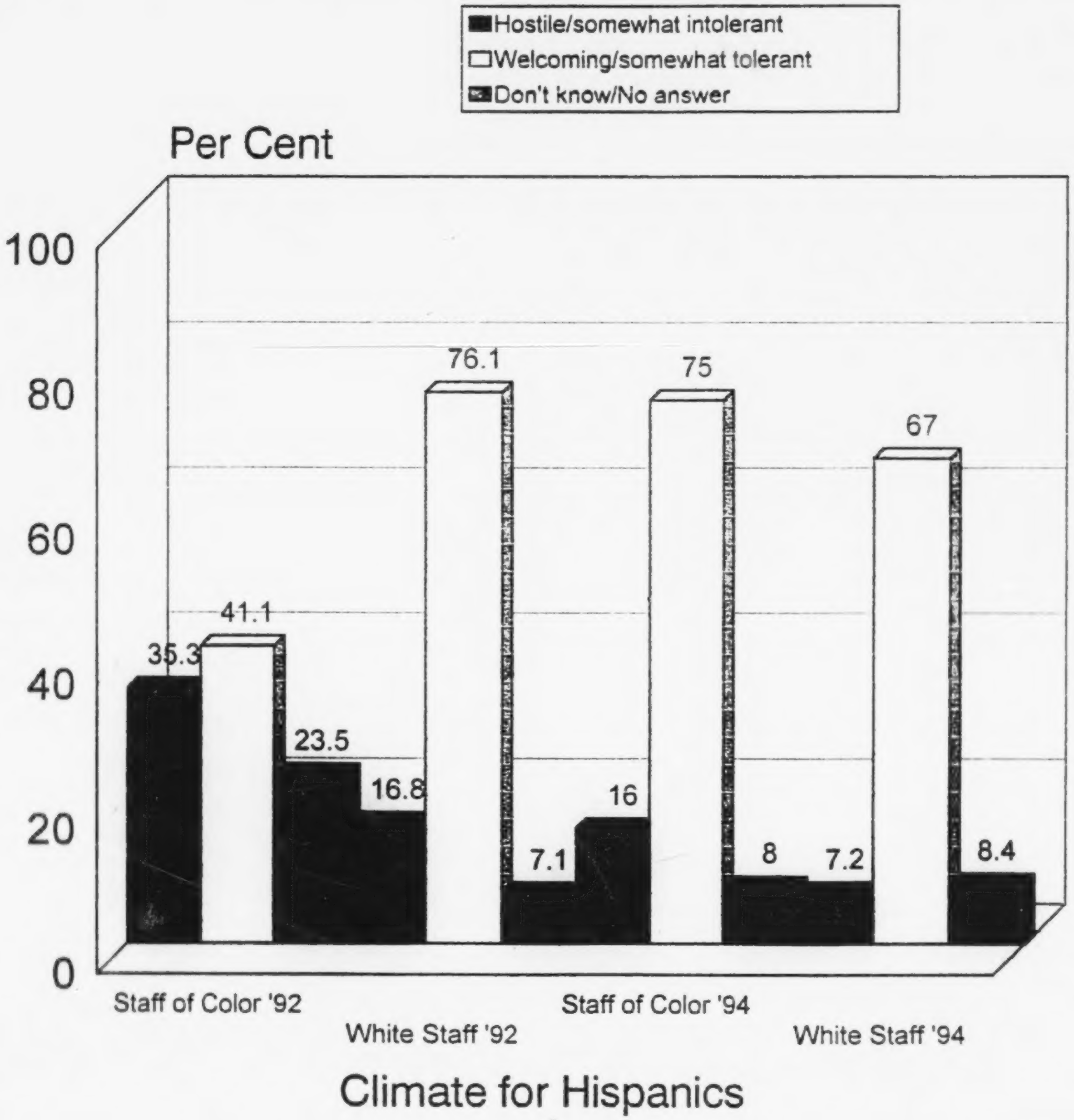


TABLE 5

CHANGES IN CAMPUS CLIMATE

1992 -1994

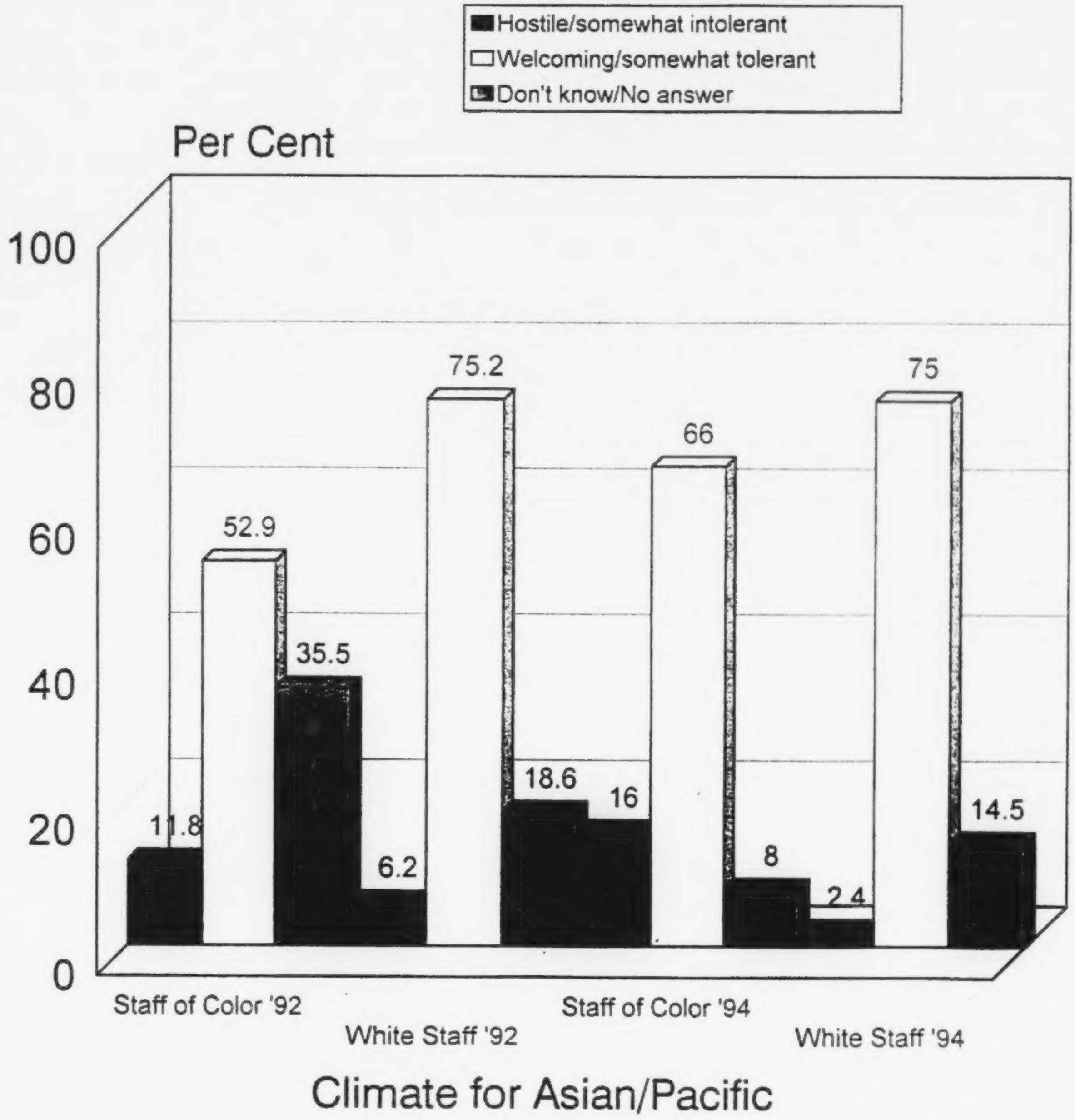
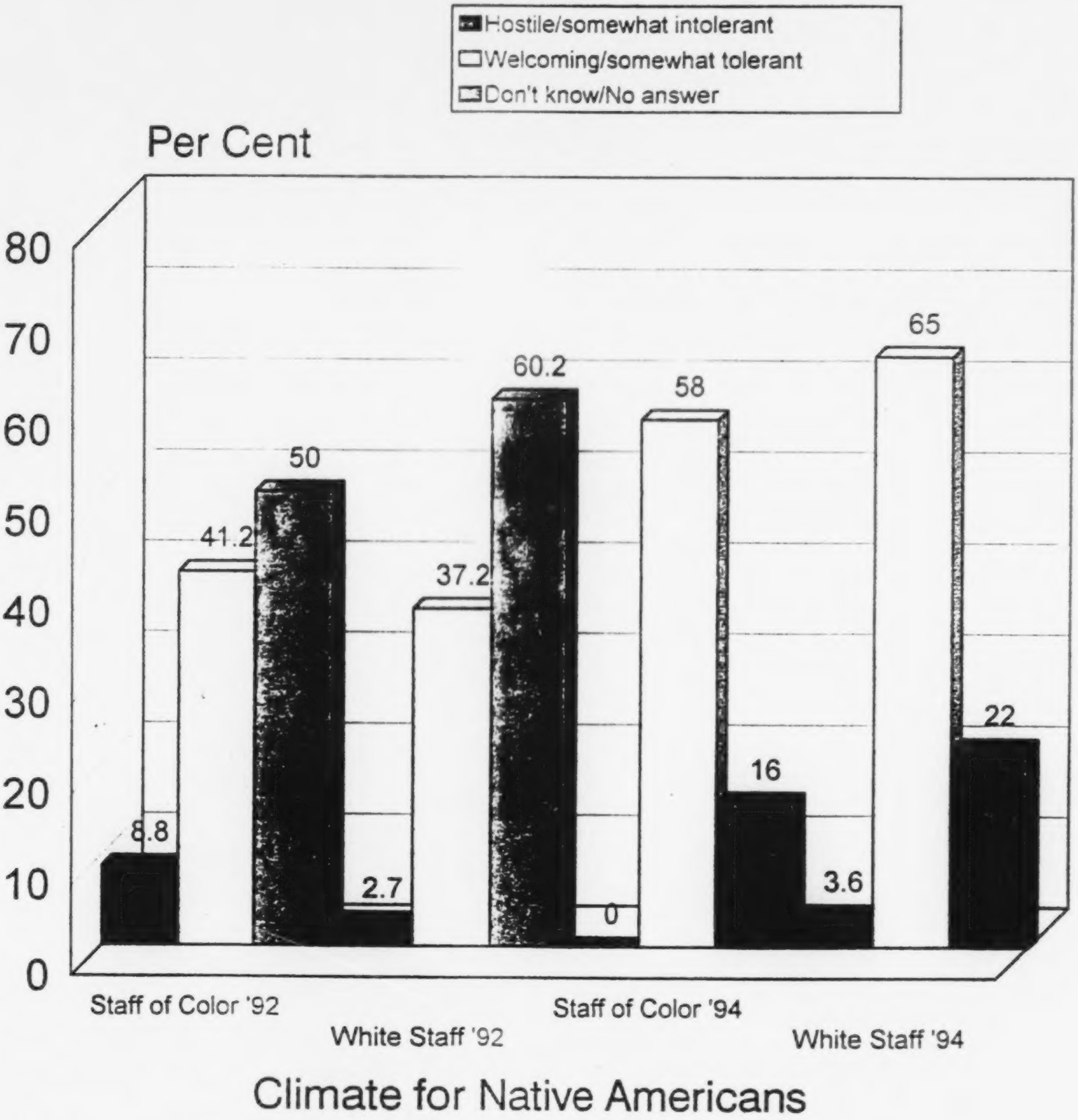


TABLE 6

CHANGES IN CAMPUS CLIMATE

1992 -1994



Staff were asked, "Do you believe that discrimination against people of color on campus is still a problem?" Taken as a whole, 31% of the staff believe it is still a problems as compared with 33% who believe it is no longer a problem. The majority of staff of color 66% believe it is a problem as compared with 26% of the white staff. (Table 7)

TABLE 7

DISCRIMINATION AS A PROBLEM

	Still a problem	No longer a problem	Not sure, no answer
Staff of color	66%	11%	11%
White staff	26%	37%	1%

Staff were asked to rate the college's "efforts to provide a welcoming and supportive climate for students of color" using 5 categories. Of those who answered the question, the majority rated the college as making "considerable" effort. Here too white staff members tended to rate the college more highly than staff members of color (Table 8).

TABLE 8

EFFORTS TO IMPROVE CLIMATE

	No visible effort is being made	A slight effort is being made	Some effort is being made	Considerable effort is being made	A great deal of effort is being made
Staff of color	11%	33%	33%	0%	22%
White staff	0%	2%	31%	36%	30%
Total staff	1%	6%	29%	35%	28%

In a related question, nearly two-thirds of the staff said they knew of "activities, programs, or policies" at CNR designed to provide a supportive climate for students of color.

Bias incident affecting students heard about or personally seen

Question 115 - 121 asked staff "have you heard about or personally seen any incidents at your college since September 1993, where students indicated they were treated negatively...for what you would consider reasons of race, ethnicity, national origin, sex, sexual orientation, religion, illness, or handicap." While from 65 to 88% responded that they had never witnessed such incidents from 1 to 13% reported occasionally negative events. Some typical responses were as follows: The concept that all persons look alike - people will call me by other persons of colors name - and we look nothing alike. Occasional anti-male statements..said negative things to others behind my back, spread rumors which others now believe and perpetuate.

Those who had experienced such incidents were asked to describe the way in which it ended, their role and their feelings. Some typical responses were: I did not report them. I felt as if I'd lost my voice. I was horrified and surprised-particularly by the ease with which they made these comments and laughed them off. I felt I've been misinterpreted, accused and convicted in public with no way to know what is actually the perception and no way to defend myself. I have generally dealt with each incident by attempting to distance myself and am now unavailable for dining (I'm usually waiting for an important phone call) although I haven't had any invitations lately. The caresses and the "arm draping" are more difficult to deal with and happen quickly.

Miscellaneous questions on staff values and beliefs on campus.

A final set of questions pertained to staff members' attitudes towards and relationships with racially diverse people.

Staff were asked how they reacted to prejudicial jokes and comments. The majority of those who heard a remark either ignored it (15%)or said nothing (15%). A smaller number were able to voice their discomfort to the person making the remark (16%) and a few criticized the person making the remark (7%). Three gave combination answers.

Another question asked staff how many racial/ethnic social or cultural events they had attended on or off campus during the past year. Three times as many had attended (77%) one or more events while only 19% had attended none. The percentage of people of color who attended an ethnic/ racial event was only slightly higher than the percentage of whites who attended such an event (88% compared with 77%). Two thirds of those who reported attendance said they had attended more than one event.

About two thirds (60%) of those who answered the question responded affirmatively when asked if their immediate social group, excluding work, includes people of different races.

Two questions dealt with comfort in giving and receiving criticism. CNR staff appear to be more comfortable in receiving criticism from people of another race than they were in giving it to someone of another race. 45% of the staff surveyed said they felt comfortable in receiving criticism from a person of another race as compared with 25% who did not feel comfortable. 25% agreed they felt comfortable in giving criticism to someone of another race, whereas 21% disagreed. Whites were more likely than people of color to choose "Generally comfortable" for- both giving and receiving criticism. (Table 9).

TABLE 9

COMFORT WITH GIVING AND RECEIVING CRITICISM

	Very uncomfortable	Somewhat comfortable	Generally comfortable	Multiple answer/ no answer
Giving				
People of Color	53%	11%	55%	33%
Whites	20%	24%	22%	3%
Receiving				
People of Color	44%	33%	88%	33%
Whites	8%	0%	44%	8%

Finally, staff were asked "How often have you had informal conversations/contacts with members of a different race. Fifty-nine percent (59%) of the staff surveyed-circled either "frequently" or "very often." An additional 31.7% selected "very occasionally" or "now and then." No one selected "never."

Summary and conclusions

Almost 92% Staff members at CNR identified efforts to provide a welcoming climate. In fact 28% characterized the efforts as "great." Since 1992, ratings of campus climate have significantly improved while perceived discrimination has decreased.

The majority of staff believe that CNR has made efforts to improve the climate for students of color, and 60% could identify specific programs or policies in place to provide a supportive climate for students of color. Most rated the climate as "somewhat tolerant" to "welcoming" for students of diverse racial/ethnic backgrounds. Equal number of staff said that discrimination remains a problem on campus and said it is no longer a problem.

Important differences existed between the opinions of staff of color as compared with white staff on these issues. First, a higher percentage of staff of color rated the climate as "somewhat intolerant" or "hostile" than did white staff. Second, the percentage of staff of color that rated discrimination as still a problem at CNR was greater than the percentage of white staff that rated it a problem. Finally, staff of color perceived the effort being made by CNR to provide a supportive climate for students of color as less intense (22%) than did white staff (30%). The majority of staff reported that they had not seen or heard about bias incidents against a student or against a staff person, although from 1 to 13% had experience with such incidents. Moreover, staff were able to identify a wide array of programs instituted by CNR to improve the climate. The following are some of the programs: CODE, CLP program, Black History Month, Minority Groups or Clubs, Affirmative Action Committee..CLP,BSU..HEOP. and our Annual Diversity Day.

In its Mission Statement, the College declares itself "committed to a respect and concern for each individual." The College has a racially/ethnically diverse student population. As the survey indicates, the staff are aware that efforts have been made at CNR to improve the climate for these students. The survey also indicates that the majority of the staff agree that the college falls short of its goal of making the climate welcoming for all. Though the sensitivity training offered through the Project has enabled staff to improve the campus climate for both students and coworkers, there is still work to be done to institutionalize the training.

IONA COLLEGE
CAMPUS CLIMATE REPORT
1994

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OCTOBER 21, 1994

In the academic year 1993-94 we carried out a study of the campus climate of the colleges and universities in the Westchester Colleges' Project on Racial Diversity Consortium, in accord with their plans and commitments to the ongoing work of the Consortium and to FIPSE. We asked and received the active cooperation of the Consortium for us to conduct student focus groups on campuses in the fall and to conduct surveys in the spring semester.

The purpose of our study was to assess the climate of each college in four areas: academic climate which includes the relations between faculty, administration and staff and students; the student climate which covers students' views of activities and opportunities available to them; the climate of the campus for each ethnic and racial group as well as for men and women students; and lastly, a report of incidents of prejudice that students either experienced themselves or witnessed. This last section was taken from the initial survey of students on the campuses of the Consortium carried out in 1991 by the Consortium for the purpose of assessing specifically the racial climate of each campus. When possible, the current reports include data and conclusions from the 1991 survey to contrast and compare with the 1994 survey results

We began our research with focus groups because it was our goal to place the information gathered on incidents of racial prejudice into a broader context of overall campus climate. In order for us to write questions appropriate to each campus we used the information gained in the focus groups. The colleges were most helpful in setting up at least two focus groups with contrasting students on each campus. It was, and is, our belief that knowing students' views about their college experience in several areas is necessary for two reasons; first, it aids in making accurate interpretations of the racial incidents reported and, second, it allows more specific recommendations to be made for enhancing the racial climate of each campus.

The results of the focus groups revealed shared areas of concern across campuses but with different specific concerns voiced on the different campuses. These results enabled us to design a survey questionnaire that was common to all campuses and which more adequately and richly articulated the range of specific concerns within each of the common areas. We felt that the enhanced range of responses to each item would increase the likelihood of all students finding a response to each item that captured their views and feelings.

Overview of Results and Recommendations

The 1994 survey of college climate and racial and ethnic attitudes at Iona College included a sample of students which seems to reflect a wide range of opinions, and therefore may provide a good overview of the campus climate. The main results from this survey present some areas of concern for Iona College including patterns of racial incidents, alienation on the part of some African Americans and Hispanics and perceived ineffectiveness of Campus Security. The focus of the previous study (1991) was on the frequency of incidents of prejudice based on race, ethnicity or national origin and noted that despite the relative infrequency, there were a number of such incidents that targeted African-Americans and Hispanics. The 1994 study found similar patterns with African-Americans and Hispanics more frequently reporting incidents. A number of Whites also reported incidents, at times at rates higher than African-Americans. From the written responses, it seems clear that at least one African-American student and one White student felt the sting of discrimination and the loss of self-confidence and tolerance of others that are the consequences of such incidents. Others wrote about theft, financial aid problems and rudeness.

The majority of students surveyed believe the students, faculty, administration and staff treat one another fairly, but most students want more diversity among these groups. Students judged themselves to be the most responsible for creating change on campus, and faculty and administration to be somewhat responsible. However, they responded with little belief that they or anyone could actually make desired changes. Campus Security appears to be an issue and many students don't think Security is ineffective in handling crises and does little to crease a safe atmosphere.

Despite the fact that more than half of the sample describe the college as cliquish, it seems that the strongest tie binding the majority of students into a common community is their agreement on Iona's values and their commitment to live by them. Two-thirds of the students said the college's values that they live by are strong moral beliefs, respect for self and others, caring for family and friends and making the most of their individual potential. As the second author has found in climate studies with adolescents as well as college students, students never credit their peers with the same set of ideals and values which they say they hold themselves. In this instance, Iona students said their peers valued materialism, sex and parties. This phenomenon of self-other discrepancy has been termed "pluralistic ignorance," by Power, Higgins and Kohlberg (1986). Pluralistic ignorance is the ignorance created by each thinking the other holds values she does not hold and not knowing that the other's values are the same as one's own.

The first recommendation is to provide mechanisms for students to air their grievances. Enabling students to not only voice their concerns but also to become part of the process to find solutions can result in the students gaining a better understanding of the policies and procedures of the college. Since all student groups believe they have an impact on college climate, are responsible for initiating change, but are ineffective in achieving change, such experience may empower them to become effective change agents.

A second recommendation would be to further study the effectiveness of Security in dealing with crises and creating a safe atmosphere.

A last recommendation is to provide opportunities for students to become more effective in addressing their own needs, i.e., finding activities that reflect their interests and developing both formal and informal peer networks. Sizable percentages of all student groups, especially minorities, report a lack of groups for support.

These recommendations are only the suggestions of the authors after thinking about the results from the Iona survey. We hope the text that follows gives you the detailed level of results to be able to add recommendations for yourselves, to correct or reject ours, and to give us your recommendations as well as questions and comments on the body of this draft report. After we hear from you, we will draft a final version and send it to you.

Methods

Sampling selection and administration of the survey was done by class rather than by individual student. The process was designed to ensure that the selection resulted in representative samples by student level, sex and ethnicity. Comparability between Fall 1991 and Spring 1994 classes was emphasized because course offerings for the two semesters differed. For this study, there were two hundred and sixty-six (266) respondents. Students were assured that all responses would be kept confidential. In order to guarantee this confidentiality, the names and social security numbers of the students were not asked.

The 1994 questionnaire data were entered into one computer file and sample numbers and percentages were given for every response to every question. In addition, the data were organized by demographic characteristic groups; thus, the numbers and percentages of each racial and ethnic group, both sexes, on and off campus students and by year in school were available for this report.

Respondents

Although a random sample was not administered the survey, the demographic characteristics of the respondents reflect the known demographics (Fall 1991) of the Iona population on the basis of student level, sex, ethnicity and residence categories. Seniors appear to be over represented and African-Americans, slightly under represented. Off campus students appear to be under represented and On Campus, slightly over represented.

Table 1: Demographic Characteristics of the 1991 and 1994 Sample and 1991 Iona Population

Sex	91 Survey	Iona Fall 91	94 Survey	1994 N
Male	49%	50%	49%	133
Female	48%	50%	50%	131
Other	4%	0.2%	1%	3
Student Level				
Freshman	21%	31%	26%	68
Sophomore	27%	25%	23%	62
Junior	22%	24%	21%	55
Senior	25%	20%	29%	78
Not Identified	4%	0.2%	1%	3
Ethnicity				
Native American	3%	0.2%	0.4%	1
Black	14%	15%	10%	26
Hispanic	10%	11%	12%	32
Asian/PI	2%	2%	1%	3
White	68%	72%	76%	202
Residence				
Off Campus	78%	83%	76%	203
Black	19%	17%	24%	63

Total Respondents: 266

Results of the 1994 Survey

The results of the 1994 survey are presented by the areas of climate assessed. To make the results somewhat succinct and, hopefully, comprehensible, the following decisions were made in summarizing data. Only when a group of students responded manifestly differently than the sample population as a whole is it discussed. If several groups differ from the sample population, then each group and how it differs is discussed. If the sample population showed a normal distribution across responses to a question, it is likely not to be discussed at all. If the sample as a whole showed a preference for particular responses to a question, it is discussed.

Academic Climate:

The academic and intellectual atmosphere of a college establishes an important context in which to understand more changeable aspects of a college climate; for instance, students' views about the social environment and relations among various groups. Academic climate includes students' views of the faculty, administration and staff; specifically on the issues of diversity, their commitment to diversity, fairness, favoritism, expectations and support for student events.

Almost a quarter (24%) of the student sample surveyed think there is adequate racial/ethnic diversity among the faculty. The perceptions of African-Americans, Hispanics and Asian-Americans, however, indicate a greater dissatisfaction with faculty diversity. Sixty-two percent (62% or 17) of the African-Americans believed that diversity is inadequate as did 53% of 17 of the Hispanics and 68% or two of the Asian-Americans. Men (32%) were more satisfied with the diversity than women (16%).

Notable are the students' views of the faculty's expectations of their academic capabilities and performance. While 38% of the students thought the faculty expectations are appropriate for them, 19% or 5 of the African-Americans and 41% or 14 of the Hispanics think they are challenging or unreasonably high.

Almost one-third (31%) of the student sample agreed that the faculty provide effective leadership in addressing student concerns, but 31% of the Hispanics and African-Americans disagree compared with 20% of the total student sample. African-Americans (62%) and Hispanics (41%) do not think faculty understand students of color, but Asian-Americans are split on this question. Thirty percent (30%) of the student sample think faculty support student-sponsored events focused on celebrations of racial and ethnic identities, but only 19% of the African-Americans agree. Almost one-third (31%) of the student sample and one-half of the African-Americans (54%) think that the faculty is paternalistic.

The majority of Students of Color express dissatisfaction with the racial climate at Iona. They do not believe there is adequate racial and ethnic diversity amongst the faculty or administration, nor do they think the administration understands students of color and/or is committed to issues of diversity. Almost half of the African American, Hispanics and men on campus, as well as more than half the Asian-Americans do not think the security forces are effective in a crisis or create a safe atmosphere on the Iona campus.

The students' views about the administration and administrators of Iona are described in this section. The majority of students (64%) thought there is adequate-to-good representation of racial/ethnic diversity among the Professional Staff/Administration. Minorities, however, disagree. African-Americans (65%), Hispanics (47%) and Asian-Americans (67%) thought the representation inadequate. The students are split thinking that the Administration showed favoritism to some students, but 80% felt they personally were treated fairly by this group. Nineteen percent (19%) of the Black students disagreed. While the majority (81%)of the students agree the administration supported activities focused on diversity, a larger percent of Hispanics (31%) disagreed. The majority of students gave the administration neutral ratings for commitment to diversity, effective leadership, reacting to crises, understanding students of color and understanding today's students. None of the African-Americans thought the administration understands today's students, and students from all the minorities (African-Americans -50%, Hispanics - 47%, Asian-Americans 67%) thought that they did not understood students of color. African-Americans (50%) and Hispanics (47%) thought the administration was indeed paternalistic, as opposed to only 34% of the rest of the sample.

The following section reports how the Iona students see the office staff concerning the same issues as were discussed for faculty and administrators. The majority of students (75%) think they are treated somewhat or very fairly by the staff, although 44% or the students reported the staff they dealt with in the registration, finance and scheduling to be cold or rude. Forty percent (40%) of the students consider security effective, and 38% think it creates a safe atmosphere. African-Americans (50%), Asian-Americans (67%) and males (48%) do not see security as effective, and 47% of the Hispanics and 45% of the males do not believe security creates a safe atmosphere.

Overall Campus Climate:

The overall campus atmosphere was measured by questions about student interactions, student organizations, the media and about the apparent values of the college.

The total sample is split whether students respect each other regardless of cultural background or racial identity, but more African-Americans (42%) and Hispanics (41%) feel strongly that students don't respect each other.

More males (44%) than females see the contributions of students to the campus climate as negative or harmful, as does one-fifth (20%) of the total sample.

Eighty-five percent (85%) consider the campus somewhat to very warm and friendly, although 31% of the African-Americans and 67% of the Asian-Americans do not.

While the total student sample is neutral whether the college is conforming or individualistic, more African-Americans (38%) and Hispanics (34%) consider the campus as individualistic. Fifty-five percent (55%) of the sample rate the campus as cliquish while 17% think it is open. There are no subgroup differences on this question.

The total student sample was split in thirds as to whether there are enough kinds of organizations and activities to meet the interests of all students. African-Americans (46%) and Hispanics (44%) did not believe there are enough.

Who do students think contribute to positive change and/or are responsible for such change? At Iona, as at most of the colleges in the Consortium, a clear pattern of responses emerged: Students were most positive about who is responsible for change: 58% believe that students have a responsibility to initiate specific changes to improve campus climate; they were less positive about the contribution by community groups: 46 to 49% of the students thought that students and faculty contribute positively to the climate of the campus. They were least positive about who has been successful in making change: only a quarter felt that any of the efforts at change by any of the groups had been effective in the last year. There were no substantial subgroup differences on these items. Thus it seems that students see themselves and the faculty as the change agents on campus but ineffective in their efforts. As is true for most other Consortium colleges, the students saw themselves as most responsible to be the college's change agents but saw themselves and everyone else as being ineffective in creating positive change. This malaise or cynicism we believe is an important area to address. Although the students' perceptions are correct that creating change and enhancing their campus climate is difficult, it is troubling that they seem to think it is almost impossible.

The next topic covered in the area of overall campus climate is the students' knowledge of and belief in the values they see represented by the college. Across all student groups, a large majority, 67% percent believed that the school conveyed some sense of values. Only 8% of the African-Americans, 17% of the females and 19% of the Hispanics felt the college has values that it stands for. While 29% of the students strongly agree that they plan to live by these values, only 22% of the African-Americans plan to live by them and 30% do not plan to. Only 16% of the Hispanics planned to live by them and 34% do not. The values the students thought express Iona College are education, religion, honesty, hard work and respect for others, which are consistent with the Mission Statement of Iona. Many of the students added personal values consonant with those represented by the college. The predominant ones include family, friends, respect and sense of community. The stunning finding across all the colleges is what values the students thought are held by other students. In this response, their cynicism always comes to the fore, and inadvertently, expresses just how difficult it is to actually respect and tolerate others. They saw their peers as valuing family and friends, but much more often mentioned self-advancement, materialism, sexual relations, drinking and partying.

The last topic is students' recommendation of Iona to others. The sample was split but African-Americans (58%) and Hispanics (47%) were more unsure than Whites (30%). More women (39%) than men (30%) felt they would not recommend the college. Both the values questions and the recommendations question indicated a sense of alienation expressed by the African-Americans and the Hispanics. If groups of students feel their values are not reflected by the institution, it is understandable that they would be more hesitant about recommending the college to their friends.

In summary, students perceive the campus differently, with African-Americans and Hispanics frequently expressing feelings of alienation. They cite lack of mutual respect among the students, lack of warmth and friendliness, a more individualistic student body and a lack of organizations and activities to meet the needs of all students. A large percentage of the total student sample describe Iona as cliquish, and almost half the males think students make a negative contribution to the climate.

Campus Media Reporting:

Almost one-third (30%) of the students consider the media to be accurate in its reporting about minorities. Sixty-two percent (62%) of the African-Americans and 72% of the Hispanics, however, felt the media paid too little attention or ignored minority issues.

Climate for Students of Color:

Students were asked how they perceived the campus climate for specific groups. When asked about the climate for students of color, Black and Hispanic students felt the college does not relate to their needs or interests. African-Americans had the strongest opinions of all the groups.

Table 2: Disagree or strongly disagree, that students of color

	Blacks	Hispanics	Whites
Can find courses	54%	37%	12%
Relate to Faculty	42%	41%	16%
Relate to Admin.	42%	34%	19%
Find activities	42%	34%	8%
Served by support	46%	34%	9%
Have peer network	46%	22%	11%

Whereas 80% of students thought that students of color were being well prepared, the African-Americans were split. Ninety-one percent of the Hispanics thought they were being somewhat to very well prepared. More than half the African-Americans (54%) and Hispanics (53%) thought they would not have as good a chance as Whites to get a job. However, 27% of the African-Americans and 32% of the Hispanics thought they had an equal or better change for getting job.

While 37% of the campus characterized the college as making a considerable or great effort to welcome minorities, only 19% of the African-Americans and 22% of the Hispanics agreed.

A series of questions asked whether the campus is hostile toward, intolerant, tolerant and welcoming or ignored Students of Color. Students in general perceive Iona as a tolerant and welcoming place, but individual groups sometimes have stronger perceptions.

Table 3: Specific Groups' Feelings about being on the Iona Campus

	Hostile or Intolerant		Ignored*		Tolerant or Welcoming	
	91	94	91	94	91	94
Towards Native Americans	7%	8%	53%	18%	32%	72%
By Native Americans						100%
Towards Asian-Americans	9%	10%	48%	17%	27%	72%
By Asian-Americans						100%
Towards African-Americans	21%	26%	32%	12%	39%	59%
by African-Americans		23%		8%		69%
Towards Latinos	19%	22%	37%	12%	35%	63%
By Latinos		31%		9%		60%

* The 1991 Survey reported this category as "Neutral" and reported no substantial differences between groups.

The picture that emerges from Table 3 shows that students in general perceive Iona as a tolerant and welcoming place, but individual groups sometimes have less positive perceptions.

Table 4 summarizes how students regard discrimination on campus. More of the Students of Color and women recognize that it is still a problem although a large percentage were not sure. The whites and men, however, were split into thirds on this question.

Table 4: Is Discrimination still a problem at Iona College?

	Still	No Longer	Not Sure
African-Americans	77%	0	15%
Hispanics	50%	16%	28%
Asian-Americans	67%	0	33%
Whites	36%	25%	24%
Females	48%	16%	21%
Males	35%	26%	26%

The picture that emerges from this section can be understood from several viewpoints. From a positive perspective, most students see Iona as more tolerant and welcoming to Students of Color than they did in 1991 (an increase of 20 to 45%). African-Americans, Native Americans and Asian-Americans feel the climate is more tolerant and welcoming than does the student sample. Minority students, especially Hispanics, thought they were being well prepared by Iona. A more negative side is that significant percentages of African-Americans, Asian-Americans and Hispanics think that discrimination is still a problem on campus. It is also interesting that while the numbers were up from 1991 as to the welcoming climate the African-Americans and Hispanics did not endorse the college's efforts in providing a welcoming atmosphere for students of color.

In order to tackle all the prejudicial attitudes among the student body, the administration and faculty will first have to engage in consciousness-raising with those students who are "not sure" whether discrimination is a problem, so they can become able to judge for themselves. Or, on the other hand, knowing that prejudice is directed toward all minority groups by a sizable minority population, the College could stress the range and variability of prejudice in its diversity programs for students.

In closing this section, one more general recommendation will be made. In programs promoting diversity and tolerance, the definitions of diversity and tolerance should be fundamental and focus on issues of individuality, individual rights, rights to organize and free speech — those rights which we all share and which should be upheld for each and every student. Then, discussions could focus on more specific behaviors and personality traits instead of on racial or ethnic membership as the basis for intolerance and stereotyping and, then also as the basis for breaking down stereotypes and building tolerance — individual by individual.

Summary by Group:

African-Americans and Hispanic students perceive the atmosphere at this college differently than do the White students. While all the minorities express dissatisfaction with the racial and ethnic diversity of faculty and staff, African-Americans and Hispanics often cite instances where students of color are not understood, their needs and interests are not met, or they are discriminated against. Although 77% thought discrimination was still a problem, 59% thought the climate was tolerant or welcoming to them.

Asian-Americans account for a very small percentage of the Iona College student body and were somewhat over represented in this survey. Only three (3) Asian-Americans completed the questionnaire and their answers tended to cluster in the neutral range. So in reading the survey results, the small sample size must be considered in drawing any conclusions. Hispanics as a group were the most positive of the minority groups and more closely reflected group totals. They did not see the favoritism by the faculty that the other groups reported, instead they believed that the college was warm and friendly.

There were a number of sex differences in the results. Men more often identified the campus security as ineffective in responding to crises and unable to create a safe atmosphere. Also a greater number of men recognized the students' role in negatively influencing the campus climate. However, Men were more complacent than women on a number of issues. They were more satisfied with faculty diversity and fewer believed discrimination is still a problem.

Men also believed the climate to be better for women and Gays/Bisexuals/Lesbians than did the women. They identified more with the values the college espouses and were more apt to recommend Iona than were the women.

Climate for Other Groups:

The survey considered women as a specific group. Of the total sample, more than half the Whites (53% to 62%) think women's issues and concerns are addressed. Hispanics seem to be split on the questions and African-Americans take a more neutral position. Women are slightly more negative than men on whether their needs are being met. The areas of greatest disagreement are support services and peer network. Almost one-fifth of the women think women as a group are not well served by the college support services (18%) and 21% recognize a lack of informal peer networks.

When asked whether Iona meets the needs and interests of gays, lesbians and bisexuals, 43-50% of the total student body responded that the college did not provide a positive climate. Women were more negative on all the questions than the men, and African-Americans and Hispanics were more negative than whites on all questions.

To summarize, more than one-half of the students felt that the needs and interests of women are being met, but the climate at Iona for Gays, Lesbians and Bisexuals is not perceived as positive.

Incidents of Prejudice:

This part of the survey most closely corresponds to the 1991 questionnaire, although the questions about where incidents occurred were left out in 1994. This section looks at the frequency of incidents of racial and ethnic jokes, posters and graffiti, remarks in campus media and radio, and being embarrassed because of race, ethnicity or national origin by another student or a professor that had happened personally or to other students since September 1993.

It is important to note changes between the pretest and post-test that influence conclusions when comparing the two studies. The pretest relied on yes/no responses to instances of prejudice while the post-test used frequencies to arrive at a more accurate understanding of the prevalence and pervasiveness of such instances.

The total student sample responded that jokes were heard that are personally insulting sometimes (frequently or occasionally -23%) or rarely (seldom to never - 70%). They reported jokes insulting to others at a higher rate: 46% frequently or occasionally and 46% seldom to never. All minority groups reported hearing personally offensive jokes more regularly, and Hispanics, Asian-Americans and Native Americans more frequently (60+%) heard jokes insulting to others.

Incidents of insulting posters, signs and graffiti were reported at lower rates, and again Hispanics more frequently were offended.

Only about 10% found insulting articles or cartoons in campus newspapers on a regular basis and over 60% rarely found such articles. Likewise, only small numbers found comments on campus radio, TV or bulletin boards insulting. Hispanics (13%) occasionally were personally insulted or found comments insulting to others in these media.

Fifty-nine percent (59%) of the students reported never having been treated negatively or embarrassed because of race, ethnicity or national origin by either students or faculty. Twelve percent (12%) reported having this happen once by students and 18% by a teacher. Repeated occasions (2-3 times) of negative treatment by students were reported by 9% and by teachers, 5%. More ongoing mistreatment (3+ times) by students was reported by 2% of the sample and by teachers, 5%. Blacks (25%) and Hispanics (27%) reported being treated poorly by students 2-3+ times and 23% of the Blacks and 19% of the Hispanics reported the such treatment by teachers.

Students were asked a series of questions (111-117) about incidents of prejudice that they had personally experienced. They were asked whether they had felt ignored or been made to feel invisible, were called names, were harassed, were threatened, were physically attacked, or had their property damaged.

Of these specific incidents, the largest percentage of students (24%) reported they had been made to feel invisible or ignored on one or more occasions. African-Americans (50%) and Hispanics (53%) experienced this more often than other students. African-Americans (19%), Hispanics (28%) and Whites (13%) reported being called names. Hispanics reported feeling threatened (9%), being physically attacked (19%) and harassed (22%). Whites also felt threatened (9%), were physically attacked (8%) and were harassed (14%). African-Americans, however, reported the fewest such incidents.

Students filled out open-ended questions describing incidents of prejudice they experienced. The following quotations represent the range of concerns and incidents of those students who chose to write, a minority of the sample.

"I was being harassed for being the only white person in a usually minority hangout. I was with my roommate, who happens to be African-American, and was told basically white persons do not belong here and I should hang out with my own kind..."

"There have been numerous incidents to where I was made fun of because I'm Jewish or people who didn't know I was Jewish saying something ignorant, bigoted comment..."

"Sexual harassment among students is frequent. There is a lack of respect on this campus that will never change."

"There is reverse discrimination on this campus. Black and Hispanic students are rude and vulgar. They give Iona a bad name..."

"I felt ignored or still feel ignored by white students. I feel that they think they are better than me. I try to make dialogue between us but they dismiss me quickly. But its not all white students ..."

"I have felt ignored and embarrassed by a male English teacher who made me feel inadequate as a Spanish woman."

APPENDIX R

STUDENT COHORT RETENTION RATES, 1991 - 1994

Note: Due to technical difficulties in organizing this data, it is not included in this Appendix at this time. It will be sent to you as an addendum to this final report as soon as possible.

Westchester Colleges Project on Racial Diversity
Training Associate Survey

Appendix 5

Institution: ______________________________ Age: ____________

Gender: ____ M ____ F

1. Your Racial/Ethnic Background

____ African-American
____ Asian Pacific American
____ Hispanic/Latino(a)
____ Native American
____ White/Caucasian

2. Work Area

____ Professional

  ____ Student Support
  ____ Academic Support

____ Security Public Safety
____ Clerical/Secretarial
____ Other (please specify) ______________________________

3a. Have you co-facilitated a Diversity Workshop?
__ Yes __ No

3b. If so, how many? ______________________________

3c. Check each workshop you co-facilitated next to the appropriate time frame.

__ Spring '92
__ Summer '92
__ Fall '92
__ Winter '93
__ Spring '93
__ Summer '93
__ Fall '93

4. To what extent did the following aspects of the project help you?

VH = very helpful
SH = somewhat helpful
NH = not helpful
NP = non-participant

	VH	SH	NH	NP
a. The Train the Trainer Workshop	___	___	___	___
b. Preparing to co-facilitate a Diversity Workshop	___	___	___	___
c. Co-facilitating a Diversity Workshop	___	___	___	___
d. Participating in follow-up campus based team activities	___	___	___	___
e. Attending follow up/advanced training workshops	___	___	___	___
f. Other ____________________	___	___	___	___

Comments:

5. In what ways was participating in this project as a TA helpful to you? (Check all that apply)

____ Raised my awareness of cultural/racial difference
____ Made me more sensitive to cultural/racial difference
____ Increased my knowledge of different cultures
____ Helped me understand behavior changes I could make to be more sensitive to others.
____ Helped me learn how to confront biased behaviors
____ Helped me recognize the importance and connection between cultural diversity and my work.
____ Helped me gain facilitation skills that were useful & effective.
____ Enhanced my communication skills
____ Increased my self confidence
____ Other ______________________________________

6. In what ways could the Train the Trainer Workshop have been more helpful?

____ more specific
____ less specific
____ more discussion
____ less discussion
____ more exercises
____ less exercises
____ different kinds of exercises
____ shorter sessions
____ longer sessions
____ more practice time
____ less practice time
____ Other ____

7. As a result of participating in this project, have you changed anything about the way in which you approach your work?

___ Yes ___ No

Please Comment:

8a. As a facilitator, did you notice any change in workshop participants during the workshop itself?

___ Yes ___ No

Comment:

8b. If yes, was this change

_____ positive
_____ negative

Comment:

9. Describe an instance on your campus when you observed behaviors which reflected the values of this project, exhibited by staff who participated in the Diversity Workshop?

10. In what ways could the Diversity Workshop have been more helpful to the participants?

____ more specific
____ less specific
____ more discussion
____ less discussion
____ more exercises
____ less exercises
____ different kinds of exercises
____ shorter sessions
____ longer sessions
____ Other ______________________________________

11a. Did the experience of being a TA have an effect on you?

____ Yes
____ No (If no go to question 12)

11b. Was the effect:

____ positive
____ negative

11c. Did the effect influence any change in your:

behaviors	__ Yes	__ No	Job related behaviors	__ Yes	__No
attitudes	__ Yes	__ No	Attitudes about job	__ Yes	__No
values	__ Yes	__ No	Values about job	__ Yes	__No
beliefs	__ Yes	__ No	Beliefs about job	__ Yes	__No

12a. As a result of your participation in this project, have you become ________ of the ethnic/racial jokes in your environment.

__ more aware
__ less aware
__ neither more nor less aware

12b. Have you become ________ of discriminatory behaviors in your environment.

__ more aware
__ less aware
__ neither more nor less aware

13a. Have you discussed your participation in the project with others?

___ Yes ___ No

13b. If so, with whom?

___ family members
___ co-workers
___ neighbors
___ others ____

13c. If so, how often?

__ rarely (no more than one time)
__ sometimes (no more than 5 times)
__ often (between 5 -10 times)
__ regularly (more than 10 times)

14a. Would you participate in future activities or programs on cultural diversity?

____ Yes ____ No

14b. If yes,

1) Would you prefer that they be organized just for your college? __ Yes __ No

2) Would you prefer that they be organized by the Westchester Colleges Consortium? __ Yes __ No

3) Would you like activities organized both by the college and by the Consortium? __ Yes __ No

15a. Since becoming a Training Associate, have you participated in/attended any other events/activities to further your understanding of diversity.

___ Yes ___ No

___ On-campus __ Off-campus

15b. If so, check all that apply

___ talked with friends/family about multicultural concerns
___ attended lectures
___ read books/magazine articles on multicultural issues
___ attended movies
___ attended cultural events
___ initiated dialogues with people of different backgrounds
___ attended additional diversity training/workshops
___ other (please specify) ______________________________

16. Have you found any significant change in your work climate in the past year and a half as it relates to diversity?

___ Yes ___ No ___ Somewhat

Please Comment:

17. Since participating in this project, do you find yourself responding any differently to people different from yourself?

___ Yes ___ No

Please Comment:

18. On a scale from 1-5, please indicate how often you interact at work with individuals in the following groups:

	1 never	2 seldom	3 infrequently	4 frequently	5 always
African-Americans	___	___	___	___	___
Asian Pacific Americans	___	___	___	___	___
Hispanics/Latinos(a)	___	___	___	___	___
Native Americans	___	___	___	___	___
Whites/Caucasians	___	___	___	___	___

19. On a scale from 1-5, please indicate your level of comfort with individuals from the following groups:

1 = never comfortable
2 = rarely comfortable
3 = sometimes comfortable
4 = usually comfortable
5 = always comfortable
NA = Not applicable

_____ African-Americans
_____ Asian Pacific Americans
_____ Hispanics/Latinos(a)
_____ Native Americans
_____ Whites/Caucasians

20a. Did you find it useful to co-facilitate workshops for people from several of the Consortium colleges?

___ Yes ___ No ___ Somewhat

20b. Would you have preferred to co-facilitate workshops for people just from your college?

___ Yes ___ No

Please Comment:

21. On a scale of 1-5, please indicate your level of agreement with the following statements:

1 = disagree strongly
2 = disagree somewhat
3 = no preference or opinion
4 = agree somewhat
5 = agree strongly

___ I liked going to another college to facilitate the workshop.
___ I liked meeting staff from other colleges.
___ Being mostly with individuals from other colleges helped increase my comfort level in facilitating and discussing these difficult issues.
___ Having diversity workshops sponsored by a consortium of ten colleges rather that just my college helped increase support for this project at my college.

22. On a scale of 1-5, please indicate your level of agreement with the following statements:

1 = disagree strongly
2 = disagree somewhat
3 = no preference or opinion
4 = agree somewhat
5 = agree strongly

__ A professional as a resource person in each workshop would have added substantially to the experience.
__ A diversity workshop is best led by professionals.
__ A diversity workshop led by peers helps participants feel comfortable discussing these sensitive issues.
__ As a peer facilitator I felt well prepared and capable to co-facilitate a Diversity Workshop.
__ A peer-training model for diversity work has enabled the Consortium colleges to develop a core of staff who are capable and committed to on-going efforts to improve the racial climate at their campuses.

23. Do you believe you were effective as a workshop facilitator?

___ Yes ___ No

24. Would you recommend the TA experience to others?

___ Yes ___ No

Please comment:

25. Describe one advantage and disadvantage of having participated in a project involving several colleges in the county.

26. How would you describe the overall coordination of the Diversity Project.

___ not at all coordinated
___ somewhat coordinated
___ well coordinated
___ very well coordinated

27. Do you feel the goals of this project were clear?

___ Yes ___ No

Comment:

28. Do you think the goals of this project were realized?

___ Yes ___ No

Comment:

29. Did you have ample opportunity to provide input and feedback to the campus-based teams, your Steering Committee Representative and the Program Coordinator?

__ Yes ___ No

Comment:

Thank you for completing this questionnaire! ☺

THE EFFECTIVENESS OF THE WORKSHOP EXPERIENCE FOR TAs

In January 1994, a questionnaire was distributed to 62 TAs, all those still employed at a consortium college. 57 (92%) responded. The questionnaire addressed four aspects of the TA experience:

- the quality of their training to co-facilitate the diversity workshop.
- the value of the facilitating experience personally.
- the effect of the project overall both personally and as an employee at the college.
- the value of working on this Project as a consortium of ten colleges rather than as a single institution.

What follows is a summary, based on the questionnaire, of TA perceptions of the experience of being a facilitator of the Diversity Workshop and how being part of this project has affected their work at the college and themselves personally.

DEMOGRAPHIC SUMMARY:

- More than two-thirds were female.
- 80% were professional staff.
- 40% were staff of color.
- More than three quarters of you had facilitated at least one workshop.

TABLE 1

DEMOGRAPHIC SUMMARY

Female	66%
Professional Staff	80%
Staff of Color	40%
Facilitaed at least one workshop	75%

THE EXTENT THE PROJECT WAS PERSONALLY BENEFICIAL

When asked the ways in which participating in this project as a TA was helpful - and check all that apply, the responses were the following:

- 42 (73%) Made me more sensitive to cultural/racial difference.
- 41 (72%) Helped me gain facilitation skills that were useful and effective.
- 38 (66%) Helped me understand behavior changes I could make to be more sensitive.
- 38 (66%) Raised my awareness of cultural/racial differences.
- 36 (63%) Helped me recognize the importance and connection between cultural diversity and my work.
- 35 (61%) Helped me learn how to confront biased behavior.
- 33 (58%) Enhanced my communication skills.
- 30 (52%) Increased my self confidence.
- 28 (49%) Increased my knowledge of different cultures.

TABLE 2

THE EXTENT THE WORKSHOP WAS PERSONALLY BENEFICIAL

Became more sensitive	42	73%
Gained facilitation skills	41	72%
Understand needed behavior changes	38	66%
Increased awareness of cultural/racial differences	38	66%
Made connection between diversity & work	36	63%
Learned to confront biased behavior	35	61%
Enhanced communication skills	33	58%
Increased self confidence	30	52%
Increased knowledge of different cultures	28	49%

PERSONAL CHANGES AS A RESULT OF BEING A TA

A. As a result of participating in this project, are there changes in the way they approach their work?

- 43 (75%) TAs responded, "Yes."
- 10 (17%) said, "No."
- 4 (7%) did not respond.

B. What have been the effects of the experience of being a TA?

- 36 (63%) reported changes in their behaviors.
- 28 (49%) said these were job related.
- 27 (47%) reported their attitudes had changed.
- 23 (40%) said these were attitudes about their job.
- 14 (24%) reported changes in their values and in their beliefs.
- 15 (26%) said they changed their values about the job.
- 19 (33%) reported changing their belief about their job.

C. When asked if they found themselves responding any differently to people different from themselves since participating in the project:

- 29 (50%) responded, "Yes."
- 24 (42%) responded, "No."
- 44 (77%) reported they had become more aware of ethnic/racial jokes in their environment.
- 40 (70%) reported they were more aware of discriminatory behaviors in their environment.

INTEREST IN FUTURE DIVERSITY ACTIVITIES

- 54 (95%) said they wold participate in future activities or programs on cultural diversity,
- 44 (77%) said that since becoming a TA they had participated in or attended other events or activities to further their understanding of diversity.
- 23 (40%) said these included off-campus events.
- 21 (36%) said they were on-campus events.

CHANGES IN WORK CLIMATE

When asked if they have found any significant change in their work climate in the past year and a half as it relates to diversity,

- 14 (24%) responded, "Yes."
- 19 (33%) responded, "Somewhat."
- 22 (39%) responded, "No."

TABLE 3

CHANGES IN CAMPUS WORK CLIMATE

Yes	14	24%
Somewhat	19	33%
No	22	39%

THE VALUE OF A PEER-LED DIVERSITY WORKSHOP

A series of statements to which TAs were asked to respond on a 5 point scale:

A. "A peer training model for diversity work has enabled the Consortium Colleges to develop a core of staff who are capable and committed to on-going efforts to improve the racial climate at their campuses."

- 24 (42%) agree strongly.
- 20 (35%) agree somewhat.
- 7 (12%) no preference.
- 4 (7%) disagree somewhat.

B. "As a peer facilitator, I felt well prepared and capable to co-facilitate a Diversity Workshop."

- 19 (33%) agree strongly
- 21 (36%) agree somewhat.
- 6 (10%) no preference.
- 5 (8%) disagree somewhat.
- 2 (3%) disagree strongly.

C. " A diversity workshop led by peers helps participants feel comfortable discussing these sensitive issues."

- 16 (28%) agree strongly.
- 22 (38%) agree somewhat.
- 7 (12%) no preference
- 10 (17%) disagree somewhat.
- 1 (1%) disagree strongly.

D. "A diversity workshop is best led by professionals."

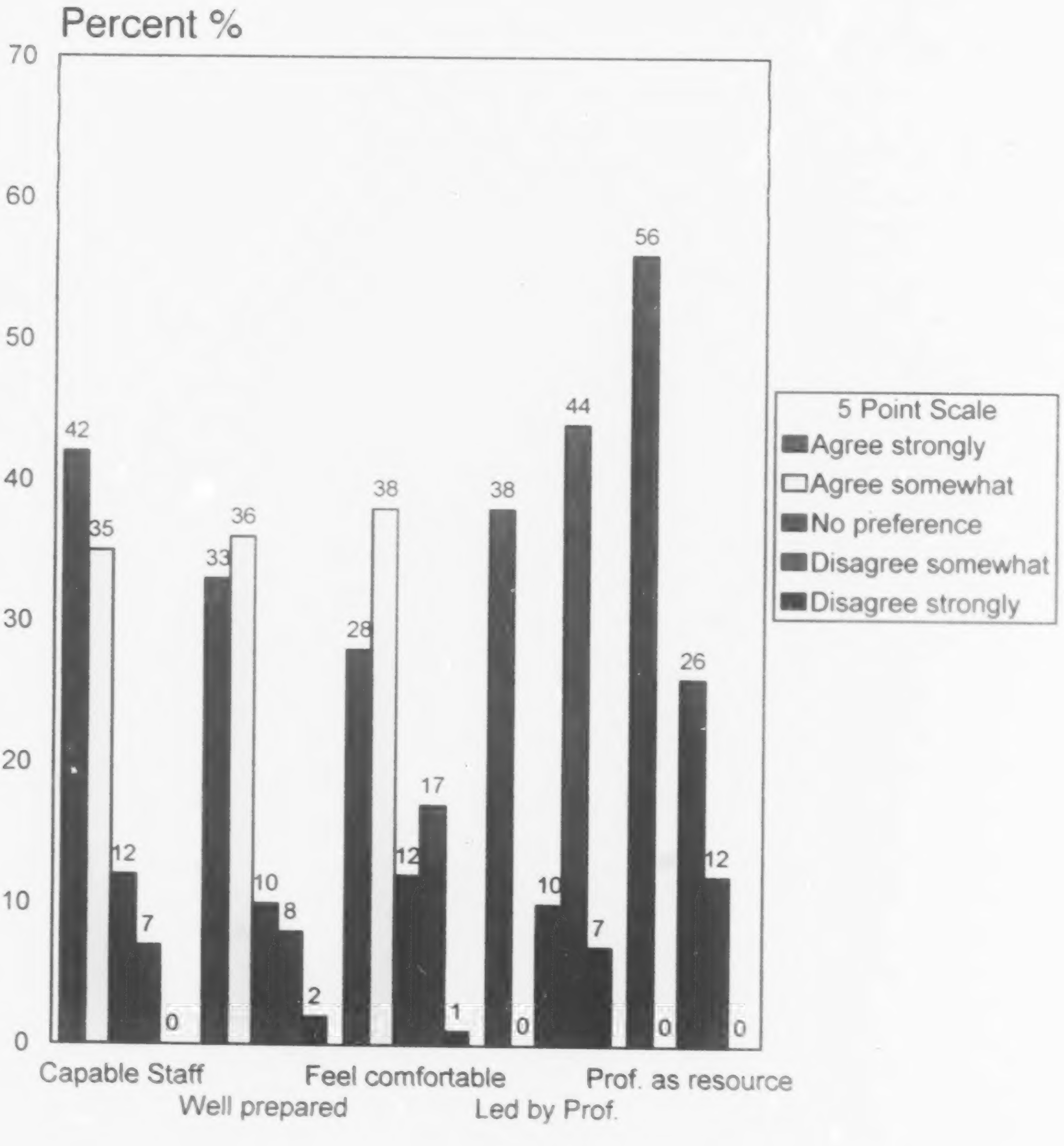
- 25 (44%) disagree.
- 22 (38%) agree.
- 6 (10%) no preference.
- 4 (7%) did not respond.

E. "A professional as a resource person in each workshop would have added substantially to the experience."

- 32 (56%) agree.
- 7 (12%) disagree.
- 15 (26%) no preference.

TABLE 4

THE VALUE OF A PEER-LED DIVERSITY WORKSHOP



SELF ASSESSMENT OF TA EXPERIENCE

- 41 (72%) believed they were effective as workshop facilitators.
- 3 (5%) did not.
- 51 (81%) said they would recommend the TA experience to others.
- 1 (1%) said, "No."

TABLE 5

SELF ASSESSMENT OF TA EXPERIENCE

Effective	41	72%
Not effective	3	5%
Recommend the TA experience	51	81%
Said, “No”	1	1%

ACHIEVING PROJECT GOALS

- 27 (47%) thought the goals of the project were realized.
- 12 (21%) did not.
- 18 (32%) did not respond.

TABLE 6

ACHIEVING PROJECT GOALS

Goals of project realized	27	47%
Did not achieve goals	12	21%
Did not respond	18	32%

Westchester Colleges Project on Racial Diversity
Training Associate Survey

Appendix 5

Institution: ______________________________ Age: ____________

Gender: ____ M ____ F

1. Your Racial/Ethnic Background

____ African-American
____ Asian Pacific American
____ Hispanic/Latino(a)
____ Native American
____ White/Caucasian

2. Work Area

____ Professional

    ____ Student Support
    ____ Academic Support

____ Security Public Safety
____ Clerical/Secretarial
____ Other (please specify) ______________________________

3a. Have you co-facilitated a Diversity Workshop?
__ Yes __ No

3b. If so, how many? ____

3c. Check each workshop you co-facilitated next to the appropriate time frame.

__ Spring '92
__ Summer '92
__ Fall '92
__ Winter '93
__ Spring '93
__ Summer '93
__ Fall '93

4. To what extent did the following aspects of the project help you?

VH = very helpful
SH = somewhat helpful
NH = not helpful
NP = non-participant

	VH	SH	NH	NP
a. The Train the Trainer Workshop	__	__	__	__
b. Preparing to co-facilitate a Diversity Workshop	__	__	__	__
c. Co-facilitating a Diversity Workshop	__	__	__	__
d. Participating in follow-up campus based team activities	__	__	__	__
e. Attending follow up/advanced training workshops	__	__	__	__
f. Other ____________________	__	__	__	__

Comments:

5. In what ways was participating in this project as a TA helpful to you? (Check all that apply)

_____ Raised my awareness of cultural/racial difference
_____ Made me more sensitive to cultural/racial difference
_____ Increased my knowledge of different cultures
_____ Helped me understand behavior changes I could make to be more sensitive to others.
_____ Helped me learn how to confront biased behaviors
_____ Helped me recognize the importance and connection between cultural diversity and my work.
_____ Helped me gain facilitation skills that were useful & effective.
_____ Enhanced my communication skills
_____ Increased my self confidence
_____ Other ______________________________________

6. In what ways could the Train the Trainer Workshop have been more helpful?

____ more specific
____ less specific
____ more discussion
____ less discussion
____ more exercises
____ less exercises
____ different kinds of exercises
____ shorter sessions
____ longer sessions
____ more practice time
____ less practice time
____ Other ______________________________________

7. As a result of participating in this project, have you changed anything about the way in which you approach your work?

___ Yes ___ No

Please Comment:

8a. As a facilitator, did you notice any change in workshop participants during the workshop itself?

___ Yes ___ No

Comment:

8b. If yes, was this change

_____ positive
_____ negative

Comment:

9. **Describe an instance on your campus when you observed behaviors which reflected the values of this project, exhibited by staff who participated in the Diversity Workshop?**

10. In what ways could the Diversity Workshop have been more helpful to the participants?

_____ more specific
_____ less specific
_____ more discussion
_____ less discussion
_____ more exercises
_____ less exercises
_____ different kinds of exercises
_____ shorter sessions
_____ longer sessions
_____ Other ____

11a. Did the experience of being a TA have an effect on you?

_____ Yes
_____ No (If no go to question 12)

11b. Was the effect:

_____ positive
_____ negative

11c. Did the effect influence any change in your:

behaviors	__ Yes	__ No	Job related behaviors	__ Yes	__No
attitudes	__ Yes	__ No	Attitudes about job	__ Yes	__No
values	__ Yes	__ No	Values about job	__ Yes	__No
beliefs	__ Yes	__ No	Beliefs about job	__ Yes	__No

12a. As a result of your participation in this project, have you become _________ of the ethnic/racial jokes in your environment.

__ more aware
__ less aware
__ neither more nor less aware

12b. Have you become ________ of discriminatory behaviors in your environment.

__ more aware
__ less aware
__ neither more nor less aware

13a. Have you discussed your participation in the project with others?

___ Yes ___ No

13b. If so, with whom?

___ family members
___ co-workers
___ neighbors
___ others ____

13c. If so, how often?

__ rarely (no more than one time)
__ sometimes (no more than 5 times)
__ often (between 5 -10 times)
__ regularly (more than 10 times)

14a. Would you participate in future activities or programs on cultural diversity?

____ Yes ____ No

14b. If yes,

1) Would you prefer that they be organized just for your college? __ Yes __ No

2) Would you prefer that they be organized by the Westchester Colleges Consortium? __ Yes __ No

3) Would you like activities organized both by the college and by the Consortium? __ Yes __ No

15a. Since becoming a Training Associate, have you participated in/attended any other events/activities to further your understanding of diversity.

___ Yes ___ No

___ On-campus __ Off-campus

15b. If so, check all that apply

___ talked with friends/family about multicultural concerns
___ attended lectures
___ read books/magazine articles on multicultural issues
___ attended movies
___ attended cultural events
___ initiated dialogues with people of different backgrounds
___ attended additional diversity training/workshops
___ other (please specify) ______________________________

16. Have you found any significant change in your work climate in the past year and a half as it relates to diversity?

___ Yes ___ No ___ Somewhat

Please Comment:

17. Since participating in this project, do you find yourself responding any differently to people different from yourself?

___ Yes ___ No

Please Comment:

18. On a scale from 1-5, please indicate how often you interact at work with individuals in the following groups:

	1 never	2 seldom	3 infrequently	4 frequently	5 always
African-Americans	___	___	___	___	___
Asian Pacific Americans	___	___	___	___	___
Hispànics/Latinos(a)	___	___	___	___	___
Native Americans	___	___	___	___	___
Whites/Caucasians	___	___	___	___	___

19. On a scale from 1-5, please indicate your level of comfort with individuals from the following groups:

1 = never comfortable
2 = rarely comfortable
3 = sometimes comfortable
4 = usually comfortable
5 = always comfortable
NA = Not applicable

____ African-Americans
____ Asian Pacific Americans
____ Hispanics/Latinos(a)
____ Native Americans
____ Whites/Caucasians

20a. Did you find it useful to co-facilitate workshops for people from several of the Consortium colleges?

___ Yes ___ No ___ Somewhat

20b. Would you have preferred to co-facilitate workshops for people just from your college?

___ Yes ___ No

Please Comment:

21. On a scale of 1-5, please indicate your level of agreement with the following statements:

1 = disagree strongly
2 = disagree somewhat
3 = no preference or opinion
4 = agree somewhat
5 = agree strongly

___ I liked going to another college to facilitate the workshop.
___ I liked meeting staff from other colleges.
___ Being mostly with individuals from other colleges helped increase my comfort level in facilitating and discussing these difficult issues.
___ Having diversity workshops sponsored by a consortium of ten colleges rather that just my college helped increase support for this project at my college.

22. On a scale of 1-5, please indicate your level of agreement with the following statements:

1 = disagree strongly
2 = disagree somewhat
3 = no preference or opinion
4 = agree somewhat
5 = agree strongly

___ A professional as a resource person in each workshop would have added substantially to the experience.
___ A diversity workshop is best led by professionals.
___ A diversity workshop led by peers helps participants feel comfortable discussing these sensitive issues.
___ As a peer facilitator I felt well prepared and capable to co-facilitate a Diversity Workshop.
___ A peer-training model for diversity work has enabled the Consortium colleges to develop a core of staff who are capable and committed to on-going efforts to improve the racial climate at their campuses.

23. Do you believe you were effective as a workshop facilitator?

___ Yes ___ No

24. Would you recommend the TA experience to others?

___ Yes ___ No

Please comment:

25. Describe one advantage and disadvantage of having participated in a project involving several colleges in the county.

26. How would you describe the overall coordination of the Diversity Project.

___ not at all coordinated
___ somewhat coordinated
___ well coordinated
___ very well coordinated

27. Do you feel the goals of this project were clear?

___ Yes ___ No

Comment:

28. Do you think the goals of this project were realized?

___ Yes ___ No

Comment:

29. Did you have ample opportunity to provide input and feedback to the campus-based teams, your Steering Committee Representative and the Program Coordinator?

__ Yes ___ No

Comment:

Thank you for completing this questionnaire! ☺

THE EFFECTIVENESS OF THE WORKSHOP EXPERIENCE FOR TAs

In January 1994, a questionnaire was distributed to 62 TAs, all those still employed at a consortium college. 57 (92%) responded. The questionnaire addressed four aspects of the TA experience:

- the quality of their training to co-facilitate the diversity workshop.
- the value of the facilitating experience personally.
- the effect of the project overall both personally and as an employee at the college.
- the value of working on this Project as a consortium of ten colleges rather than as a single institution.

What follows is a summary, based on the questionnaire, of TA perceptions of the experience of being a facilitator of the Diversity Workshop and how being part of this project has affected their work at the college and themselves personally.

DEMOGRAPHIC SUMMARY:

- More than two-thirds were female.
- 80% were professional staff.
- 40% were staff of color.
- More than three quarters of you had facilitated at least one workshop.

TABLE 1

DEMOGRAPHIC SUMMARY

Female	66%
Professional Staff	80%
Staff of Color	40%
Facilitaed at least one workshop	75%

THE EXTENT THE PROJECT WAS PERSONALLY BENEFICIAL

When asked the ways in which participating in this project as a TA was helpful - and check all that apply, the responses were the following:

- 42 (73%) Made me more sensitive to cultural/racial difference.
- 41 (72%) Helped me gain facilitation skills that were useful and effective.
- 38 (66%) Helped me understand behavior changes I could make to be more sensitive.
- 38 (66%) Raised my awareness of cultural/racial differences.
- 36 (63%) Helped me recognize the importance and connection between cultural diversity and my work.
- 35 (61%) Helped me learn how to confront biased behavior.
- 33 (58%) Enhanced my communication skills.
- 30 (52%) Increased my self confidence.
- 28 (49%) Increased my knowledge of different cultures.

TABLE 2

THE EXTENT THE WORKSHOP WAS PERSONALLY BENEFICIAL

Became more sensitive	42	73%
Gained facilitation skills	41	72%
Understand needed behavior changes	38	66%
Increased awareness of cultural/racial differences	38	66%
Made connection between diversity & work	36	63%
Learned to confront biased behavior	35	61%
Enhanced communication skills	33	58%
Increased self confidence	30	52%
Increased knowledge of different cultures	28	49%

PERSONAL CHANGES AS A RESULT OF BEING A TA

A. As a result of participating in this project, are there changes in the way they approach their work?

- 43 (75%) TAs responded, "Yes."
- 10 (17%) said, "No."
- 4 (7%) did not respond.

B. What have been the effects of the experience of being a TA?

- 36 (63%) reported changes in their behaviors.
- 28 (49%) said these were job related.
- 27 (47%) reported their attitudes had changed.
- 23 (40%) said these were attitudes about their job.
- 14 (24%) reported changes in their values and in their beliefs.
- 15 (26%) said they changed their values about the job.
- 19 (33%) reported changing their belief about their job.

C. When asked if they found themselves responding any differently to people different from themselves since participating in the project:

- 29 (50%) responded, "Yes."
- 24 (42%) responded, "No."
- 44 (77%) reported they had become more aware of ethnic/racial jokes in their environment.
- 40 (70%) reported they were more aware of discriminatory behaviors in their environment.

INTEREST IN FUTURE DIVERSITY ACTIVITIES

- 54 (95%) said they wold participate in future activities or programs on cultural diversity,
- 44 (77%) said that since becoming a TA they had participated in or attended other events or activities to further their understanding of diversity.
- 23 (40%) said these included off-campus events.
- 21 (36%) said they were on-campus events.

CHANGES IN WORK CLIMATE

When asked if they have found any significant change in their work climate in the past year and a half as it relates to diversity,

- 14 (24%) responded, "Yes."
- 19 (33%) responded, "Somewhat."
- 22 (39%) responded, "No."

TABLE 3

CHANGES IN CAMPUS WORK CLIMATE

Yes	14	24%
Somewhat	19	33%
No	22	39%

THE VALUE OF A PEER-LED DIVERSITY WORKSHOP

A series of statements to which TAs were asked to respond on a 5 point scale:

A. "A peer training model for diversity work has enabled the Consortium Colleges to develop a core of staff who are capable and committed to on-going efforts to improve the racial climate at their campuses."

- 24 (42%) agree strongly.
- 20 (35%) agree somewhat.
- 7 (12%) no preference.
- 4 (7%) disagree somewhat.

B. "As a peer facilitator, I felt well prepared and capable to co-facilitate a Diversity Workshop."

- 19 (33%) agree strongly
- 21 (36%) agree somewhat.
- 6 (10%) no preference.
- 5 (8%) disagree somewhat.
- 2 (3%) disagree strongly.

C. " A diversity workshop led by peers helps participants feel comfortable discussing these sensitive issues."

- 16 (28%) agree strongly.
- 22 (38%) agree somewhat.
- 7 (12%) no preference
- 10 (17%) disagree somewhat.
- 1 (1%) disagree strongly.

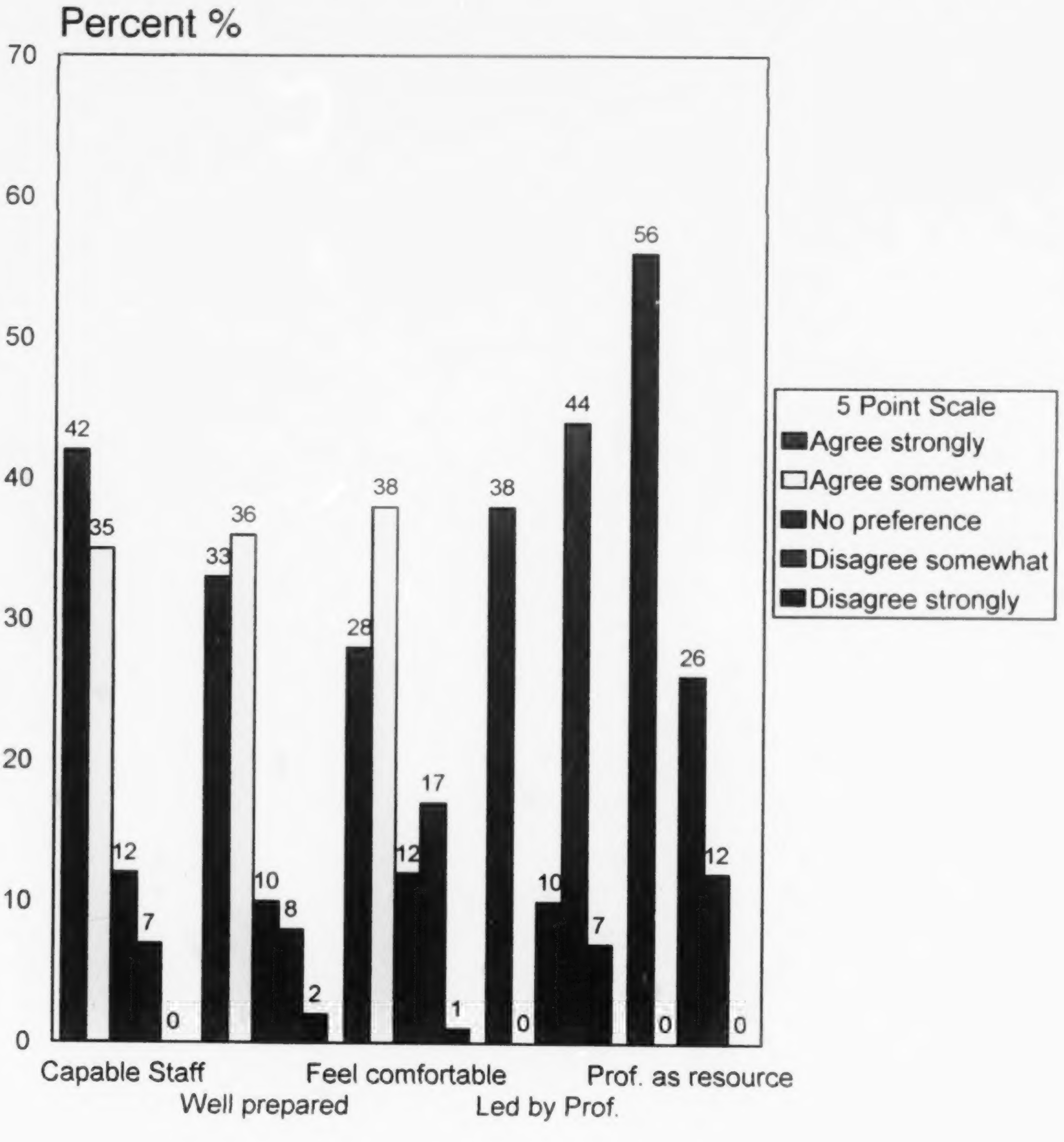
D. "A diversity workshop is best led by professionals."

- 25 (44%) disagree.
- 22 (38%) agree.
- 6 (10%) no preference.
- 4 (7%) did not respond.

E. "A professional as a resource person in each workshop would have added substantially to the experience."

- 32 (56%) agree.
- 7 (12%) disagree.
- 15 (26%) no preference.

TABLE 4
THE VALUE OF A PEER-LED DIVERSITY WORKSHOP



SELF ASSESSMENT OF TA EXPERIENCE

- 41 (72%) believed they were effective as workshop facilitators.
- 3 (5%) did not.
- 51 (81%) said they would recommend the TA experience to others.
- 1 (1%) said, "No."

TABLE 5

SELF ASSESSMENT OF TA EXPERIENCE

Effective	41	72%
Not effective	3	5%
Recommend the TA experience	51	81%
Said, "No"	1	1%

ACHIEVING PROJECT GOALS

- 27 (47%) thought the goals of the project were realized.
- 12 (21%) did not.
- 18 (32%) did not respond.

TABLE 6

ACHIEVING PROJECT GOALS

Goals of project realized	27	47%
Did not achieve goals	12	21%
Did not respond	18	32%

Appendix T

Westchester Colleges Project on Racial Diversity
Staff Survey

Institution: ______________________________ Age: ____________

Gender: ____ M ____ F

Approximate date of Workshop: ____________ ____________
____________ ____________
____________ ____________
Month(s) Year(s)

Workshop Location ___ at my college
___ at another college

1. Your Racial/Ethnic Background

   ____ African-American
   ____ Asian Pacific American
   ____ Hispanic/Latino(a)
   ____ Native American
   ____ White/Caucasian

2. Work Area

   ____ Professional

      ____ Student Support
      ____ Academic Support Security

   ____ Security/Public Safety
   ____ Clerical/Secretarial
   ____ Other (please specify) ______________________________

3. Did you find the Diversity Workshop to be beneficial?

   ____ Yes ____ No

Comment:

4. In what ways was it helpful to you? (Check all that apply)

____ Raised my awareness of cultural/racial difference
____ Made me more sensitive to cultural/racial difference
____ Increased my knowledge of different cultures
____ Helped me understand behavior changes I could make to be more sensitive to others.
____ Helped me recognize issues that specifically applied to me, my bias, prejudices etc.
____ Helped me recognize the importance and connection between cultural diversity and my work.
____ Helped me learn how to confront biased behavior

Comment:

5. In what ways could the workshop have been more helpful?

____ more discussion
____ less discussion
____ more exercises
____ less exercises
____ different kinds of exercises
____ shorter sessions
____ longer sessions
____ more audio visual
____ less audio visual

Comment:

6a. Did this experience have an effect on you?

____ Yes
____ No (If no go to question # 7)

6b. Was the effect:

____ positive
____ negative

6c. Briefly describe the single most important effect of this workshop on you. ________________________________

____

____

6d. Did the effect influence any change in your:

behaviors	__ Yes	__ No	Job related behaviors	__ Yes	__No
attitudes	__ Yes	__ No	Attitudes about job	__ Yes	__No
values	__ Yes	__ No	Values about job	__ Yes	__No
beliefs	__ Yes	__ No	Beliefs about job	__ Yes	__No

7. After the workshop did you change anything about the way in which you approached your work?

___ Yes ___ No

Comment:

8a. After the workshop, did you notice any change in your interaction with people different from yourself?

___ Yes ___ No

Comment:

8b. If yes, was this change

_____ positive
_____ negative

9a. After attending the workshop, have you become ________ of ethnic/racial jokes in your environment.

__ more aware
__ less aware
__ neither more nor less aware

9b. After the workshop have, you become ________ of discriminatory behavior in your environment.

__ more aware
__ less aware
__ neither more nor less aware

10a. Have you discussed the workshop with others?

___ Yes ___ No

10b. If so, with whom?

___ family members
___ co-workers
___ neighbors/friends
___ others ____

10c. If so, how often?

__ rarely (no more than one time)
__ sometimes (no more than 5 times)
__ often (between 5 -10 times)
__ regularly (more than 10 times)

11. Would you participate in future activities or programs on cultural diversity? ____ Yes ____ No

11a. If yes, would you prefer that they be..

a) organized just for your college ___ Yes ___ No
b) organized by the Westchester Colleges Consortium on Racial Diversity ___ Yes ___ No
c) organized by both your college and by the consortium. ___ Yes ___ No

Comment:

12a. Have you participated in any other events/ activities to further your understanding of diversity since the workshop.

___ Yes ___ No

12b. If you answered yes to question 12a, please check all that apply.

___ attended college activities on multicultural issues
___ attended lectures
___ read books or magazine articles on multicultural issues
___ attended movies
___ attended cultural events
___ initiated dialogues with people of different backgrounds
___ talked with friends/family about multicultural concerns
___ Other(please specify) ______________________________

13. Have you found any significant change in your work climate in the past year and a half as it relates to diversity?

___ Yes ___ No ___ Somewhat

Please Comment:

14. Since attending the Diversity Workshop do you find yourself responding any differently to people different from yourself?

___ Yes ___ No

Please Comment:

18. On a scale of 1-5, please indicate your level of agreement with the following statements:

1 = disagree strongly	4 = agree somewhat
2 = disagree somewhat	5 = agree strongly
3 = no preference or opinion	

___ I liked going to another college for the workshop.
___ I liked meeting staff from other colleges.
___ Being mostly with individuals from other colleges helped increase my comfort level in discussing these difficult issues.
___ I would prefer to attend a diversity workshop with people from my college.
___ Having diversity workshops sponsored by a consortium of ten colleges rather that just my college helped increase support for this project at my college.

19. On a scale of 1-5 please indicate your level of agreement with the following statements:

1 = disagree strongly	4 = agree somewhat
2 = disagree somewhat	5 = agree strongly
3 = no preference or opinion	

__ I learned well in a peer-led diversity workshop.
__ The peer facilitators were well prepared and capable of leading the diversity workshop.
__ A professional as a resource person in each workshop would have added substantially to the experience.
__ A Diversity workshop is best led by professionals.
__ A Diversity workshop led by peers helps participants feel comfortable discussing these sensitive issues.

20. Describe one advantage and disadvantage of having participated in a project involving several colleges in the county.

21. How would you describe the overall coordination of the Diversity Project.

___ not at all coordinated
___ somewhat coordinated
___ well coordinated
___ very well coordinated

22. Do you feel the goals of this project were clear?

___ Yes ___ No

Comment:

23. Do you think the goals of this project were realized?

___ Yes ___ No

Comment:

24. Did you have ample opportunity to provide input and feedback to the campus-based teams, your Steering Committee Representative and the Program Coordinator?

__ Yes ___ No

Comment:

Thank you for completing this questionnaire! ☺

THE EFFECTIVENESS OF THE WORKSHOP EXPERIENCE FOR STAFF

In January 1994, a questionnaire was distributed to a stratified random sample of staff who had attended a Diversity Workshop. The questionnaire addressed the effectiveness of the Workshop experience for staff personally and for their colleges. 177 (14% of 1200 who had attended a workshop by that date) received questionnaires and 165 (93%) responded. What follows is a summary of staff responses.

DEMOGRAPHIC BREAKDOWN :

A. Race/Ethnic Background

- 135 (82%) Whites
- 17 (10%) African Americans
- 3 (3%) Latino [Hispanics]
- 3 (2%) Asian/Pacific Islander
- 3 (2%) Native American

B. Work Area

- 81 (49%) Professional
- 60 (36%) Clerical/Secretarial
- 6 (4%) Security/Public Safety
- 19 (11%) Other

C. Location of Workshop

- 27 (16%) attended at their own college
- 132 (80%) attended at another college
- 6 (3%) did not respond

TABLE 1		
DEMOGRAPHIC BREAKDOWN		
Race/Ethnic Background		
Whites	135	0.82
African Americans	17	10%
Latino [Hispanics]	3	2%
Asian/Pacific Islander	3	2%
Native American	3	2%
Work Area		
Professional	81	49%
Clerical/Secretarial	60	36%
Security/Public Safety	6	4%
Other	19	11%
Location of Workshop		
Attend own college	27	16%
Attend another college	132	80%
Did not respond	6	3%

THE EXTENT THE WORKSHOP WAS PERSONALLY BENEFICIAL:

A. When asked, "Did you find the Diversity Workshop to be beneficial?"

- 125 (76%) found the Diversity Workshop to be beneficial
- 24 (14%) did not
- 16 (6%) did not respond

TABLE 2

THE EXTENT THE WORKSHOP WAS PERSONALLY BENEFICIAL

Beneficial	125	76%
Not beneficial	24	14%
Did not respond	16	6%

B. When asked, "In what ways was it helpful to you - check all that apply," the responses were the following:

- 63 (38%) reported that the workshop "Made me more sensitive to cultural/racial difference."
- 57 (34%) reported that the workshop "Helped me recognize the importance and connection between cultural diversity and my work."
- 53 (32%) reported that it "Helped me understand behavior changes I could make to be more sensitive to others."
- 51 (31%) reported the workshop "Helped me learn how to confront biased behavior."
- 51 (31%) reported that it "Increased my knowledge of different cultures."

- 39 (24%) reported the workshop "Helped me recognize issues that specifically applied to me, my bias, prejudices, etc."

TABLE 3		
IN WHAT WAYS WAS IT HELPFUL TO YOU		
Made more sensitive to cultural/racial differences	63	38%
Recognized importance between cultural diversity and work	57	34%
Helped me understand behavior changes	53	32%
Learned how to confront bias behavior	51	31%
Increased knowledge of different cultures	51	31%
Recognized issues that specifically applied to me	39	24%

C. When asked if the workshop experience had an effect on you,

- 98 (59%) of staff responded, "Yes."
- 60 (36%) said, "No."
- 83 (50%) said the effect was positive.
- 17 (10%) said it was negative
- 65 (39%) didn't respond

TABLE 4		
WHEN ASKED IF THE WORKSHOP EXPERIENCE HAS AN EFFECT ON YOU		
Staff responded "Yes"	98	59%
Said "No"	60	36%
Effect positive	83	50%
Effect negative	17	10%
No response	65	39%

D. When asked, "Did the effect [of the workshop] influence any change [in values, attitudes, and behavior]?"

- 37 (22%) reported changes in their behaviors and job-related behaviors.
- 48 (29%) reported changed attitudes.
- 27 (16%) said these related to their job.
- 23 (14%) said their values had changed.
- 17 (10%) reported values about their job changing.
- 25 (15%) said their beliefs had changed.
- 18 (11%) said these were beliefs about their job.

TABLE 5		
"DID THE EFFECT OF THE WORKSHOP INFLUENCE CHANGE IN VALUES ATTITUDES AND BEHAVIORS"		
Changes in Behaviors	37	22%
Changed attitudes	48	29%
Related to Job	27	16%
Values changed	23	14%
Job values changed	17	10%
Beliefs changed	25	15%
Beliefs about their job	18	11%

E. Work Related Change in Awareness and Behavior

- 75 (45%) became more aware of ethnic/racial jokes in their environment.
- 64 (38%) were more aware of discriminatory behavior in their environment.

- 58 (38%) reported that after the workshop they changed something about the way in which they approached their work.
- 48 (29%) reported they found themselves responding differently to people different from themselves since attending the Diversity Workshop.
- 46 (27%) said they noticed a change in their interactions with people different from themselves.

TABLE 6

WORK RELATED CHANGE IN AWARENESS AND BEHAVIOR

More aware of ethnic/racial jokes	75	45%
More aware of discriminatory behavior	64	38%
Changed their approach to work	58	38%
Responding differently to people different from self	48	29%
Change in interactions with people different from self	46	27%

FURTHER INTEREST IN DIVERSITY ACTIVITIES

A. Discussion of Diversity Workshop with Others

- 151 (92%) discussed the workshop with others
- 35 (21%) with family
- 95 (57%) with co-workers
- 17 (10%) with neighbors or friends
- 97 (59%) did this up to five times
- 15 (9%) between five - ten times
- 4 (2%) more than ten times

B. Participation in Additional Diversity Activities

- 110 (66%) said they would participate in future activities or programs on cultural diversity.
- 41 (24%) said they would not.
- 14 (8%) did not respond.
- 56 (34%) reported they had participated in other events/activities to further their understanding of diversity since the workshop.

CHANGES IN CAMPUS WORK CLIMATE

- 26 (16%) reported significant changes in their work climate in the past year and a half as it relates to diversity.
- 37 (22%) said the work climate had changed somewhat.
- 98 (59%) said not at all.

TABLE 7

CHANGES IN CAMPUS WORK CLIMATE

Significant changes	26	16%
Work climate has changed	37	22%
Not at all	98	59%

THE VALUE OF A PEER-LED DIVERSITY WORKSHOP

A series of statements to which staff were asked to respond on a 5 point scale, from disagree strongly to agree strongly.

A. "The peer facilitators were well prepared and capable of leading the diversity workshop."

- 55 (33%) agree strongly.
- 59 (35%) agree somewhat.
- 22 (13%) disagree somewhat.

- 12 (7%) no preference
- 10 (6%) disagree strongly.

B. "A Diversity Workshop led by peers helps participants feel comfortable with discussing these sensitive issues."

- 34 (20%) agree strongly.
- 65 (39%) agree somewhat.
- 39 (24%) no preference.
- 11 (6%) disagree somewhat.
- 8 (4%) disagree strongly.

C. "A professional as a resource person in each workshop would have added substantially to it."

- 33 (20%) agree strongly.
- 60 (36%) agree somewhat.
- 46 (28%) no preference.
- 12 (7%) disagree somewhat.
- 5 (3%) disagree strongly.

D. "I learned well in a peer-led diversity workshop."

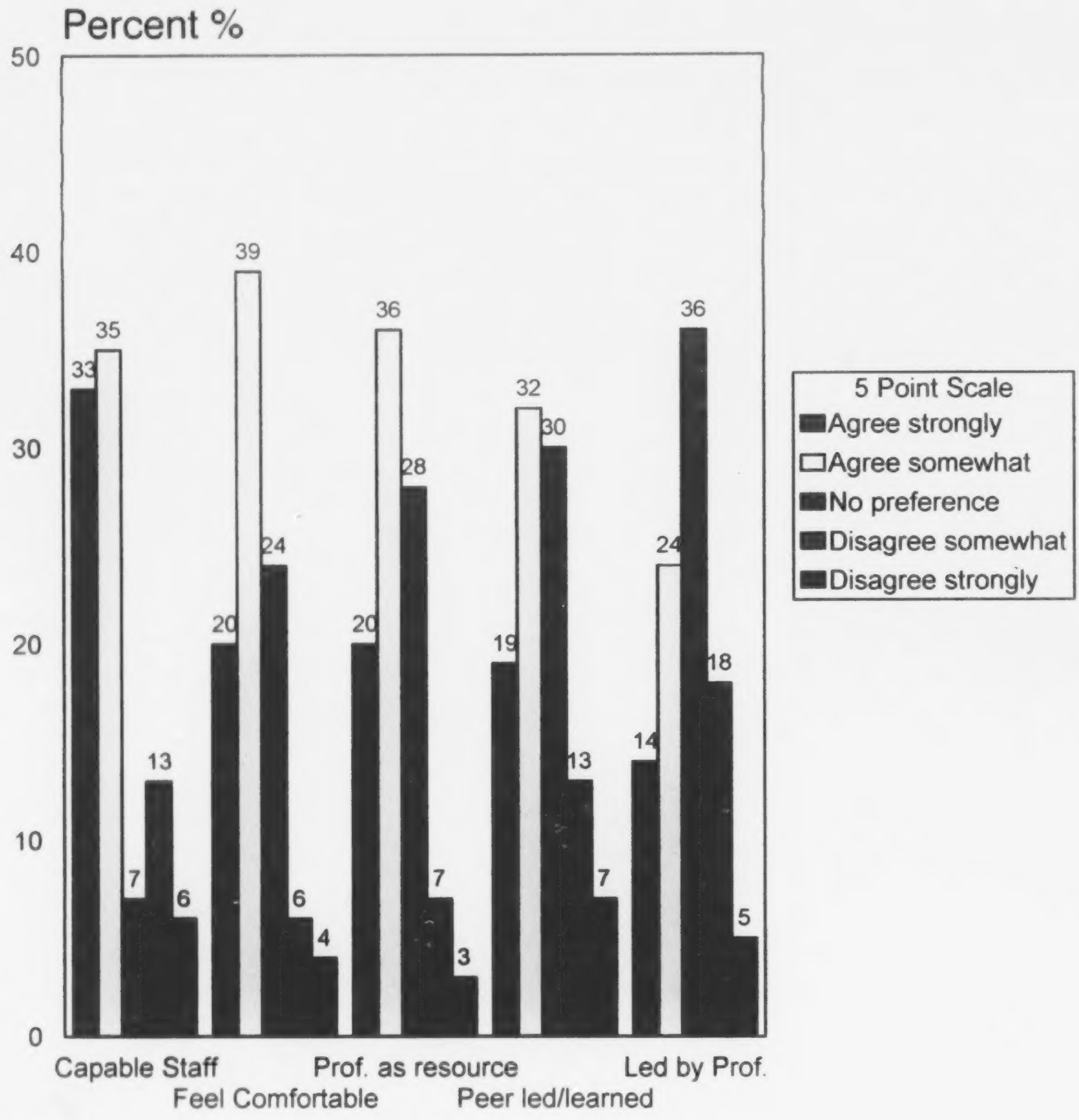
- 31 (19%) agree strongly.
- 52 (32%) agree somewhat.
- 50 (30%) no preference.
- 13 (8%) disagree somewhat.
- 7 (4%) disagree strongly.

E. "A Diversity Workshop is best led by professionals."

- 23 (14%) agree strongly.
- 39 (24%) agree somewhat.
- 57 (36%) no preference.
- 30 (18%) disagree somewhat.
- 8 (5%) strongly.

TABLE 8

THE VALUE OF A PEER-LED DIVERSITY WORKSHOP



Appendix U

THE VALUE OF A CONSORTIAL APPROACH

Why do this work as a consortium, with all of the administrative and logistical impediments which necessarily accompany any joint effort of ten different institutions? Were there benefits which outweighed such difficulties?

As the three year Project drew to a close, a random sample of staff, all TAs (peer-facilitators), the Consortium-wide Advisory Council members, Steering Committee members, and the ten college Presidents were all asked to assess the advantages and disadvantages of working on racial, anti-bias and multicultural issues as a consortium of colleges.

Perhaps the strongest positive theme to emerge from their responses was the consortium's value in providing environments removed from campus specific issues and pressures which could make discussions of racism and diversity easier, safer, and gain more legitimacy. The responses were generally very positive. The first section of this preliminary report contains the positive and negative comments concerning our consortial model as reported by the Presidents, Steering Committee members, and Advisory Council members. The second section will report on the responses of TAs and a random sample of staff who attended the Diversity Workshop concerning the value of our consortial approach for them personally and for their college.

I. THE POSITIVE ASPECTS OF OUR CONSORTIAL APPROACH

A. From the College Presidents:

1. "[The Consortium] has brought [our college] together with nine neighboring institutions to work on a matter of deep concern to all of us, viz, racism. The difficult issues which need addressing in this regard are more readily understood and handled by colleagues across several campuses than at each institution acting alone."
2. "The issues become more neutral in a group of participants from various campuses."

3. "[The Consortium] demonstrat (ed) that the need for improving the racial climate was not any one 'college's problem,' but was an educational issue. The [consortial] approach gave a substantial signal to the community about the need to identify this topic as a regional concern."

4. "It added moral suasion to be part of a larger effort with sister institutions when we asked our colleagues to attend the seminars saying 'it is expected.' We could describe our college as one that wanted to 'stand up and be counted among our peers.'"

5. "I believe that the climate has been changed at our college. The process of change has been easier because staff felt as if they were involved in a county-wide effort, not a college problem."

B. From Steering Committee Members:

1. "A consortial approach has all of the benefits of a good consulting arrangement. We learn from each other in a very non-threatening environment...[It] serves as a good sales tool in advancing project goals among our internal constituencies."

2. "When our staff members, students, and faculty have attended numerous workshops with representatives from the other colleges ...there is recognition that racism isn't just a one-college issue; it's a societal problem that only combined efforts can combat. The consortial approach makes that abundantly clear."

3. "In my experience there are always going to be individuals who feel that there are no racial problems on campus. However, by meeting with counterparts from surrounding colleges, the participants are able to evaluate their attitudes against those whom they do not see on an everyday basis...This Project has been beneficial particularly for those who feel they have not been heard."

4. "What keeps me going in this task, aside from my own personal investment in the goal of eliminating racism on our campus, is my commitment to my colleagues on the Steering Committee. I don't want to let them down. Moreover, I don't want [my college] to be seen as lagging behind in its commitment to the Project. It is sufficient motivation for me to do the often tedious and unpopular work on this campus that achieves results."

5. "[The Consortium experience] gave us the incentive of meeting the expectations of all external groups to address the issues...isolated attempts to address cultural issues often lose their momentum as different demands are made on the institutional agenda. Under such circumstances, it is difficult to follow through on relatively ambiguous or difficult projects without the benchmark of meeting a general goal which is set by one's colleagues. Through regular meetings of the Steering Committee - there was a deadline to discipline the institution to follow through on various elements of the project.

   It also gave a certain authority to those charged with executing the project on campus that this external group would be judging the institution as a whole according to our participation and compliance with reasonable requests. Such a scenario has been particularly effective in dealing with the Presidents of the institutions, all of whom share a common desire not to be embarrassed by a failure of the institution to respond appropriately."

6. "It is a definite economic advantage for small schools. We could not possibly accomplish alone what is done as a consortium."

7. "[The Consortium] has not only allowed the institution to provide sensitivity workshops to staff...but it has also provided this administrator ...support from other [colleagues] at colleges who were undergoing similar challenges."

C. From Advisory Council Members:

1. "The consortial approach allowed...[us] to address and share issues rather than view these issues as an isolated factor within [our college] itself."

2. "[There was] peer pressure from the President down through staff levels to continue the goals of the grant."

3. "The consortial approach allowed participants to be open and honest in workshops held on another campus. The notion that all of Westchester was involved with commitment 'from the top' [was important]. Presidential leadership is a very powerful message. This model lends itself to future projects."

4. "The advantage of a consortial approach is ...there are more resources (people power, expertise) to draw from."

5. "It was most useful to meet with members of other institutions to get new ideas and see how they work."

6. "The interaction among the various colleges' staff [was beneficial] - sharing common concerns and issues, sharing ideas and solutions, making friends and linkages with colleagues so that one can explore other issues as well."

7. "Networking with peers from other colleges."

8. "Discussions with staff from all the colleges...helped us to develop ways in which our staff could be motivated to attend the training sessions and use the experience to improve the racial climate at our school. I feel each college gained from listening to the problems and solutions dealt with at the other colleges."

9. "The consortial approach gave clout to the Project. It also created an air of healthy competition among the schools and made us want to be very successful with the Project."

10. "The consortial approach allows for exchange of ideas and possible solutions for problems involved in anti-bias work...Myopia is a common problem and interchange, I feel, helps to remedy this somewhat."

11. "It was helpful to get ideas from other institutions."

12. "[The consortial approach increased] motivation and commitment to follow through and not let the project 'fall through the cracks.'"

13. "[The consortial approach] gave the project more credibility and utilization of resources, also a reassurance that other colleges were experiencing similar difficulties."

14. "[A consortial approach makes it] easy to see other schools are experiencing similar problems worth working on as a group."

II. THE NEGATIVE ASPECTS OF OUR CONSORTIAL APPROACH

A. From the College Presidents:

1. "The minor inconvenience of working with a variety of schedules, expectations, institutional mores."

2. "The administration is more difficult since one must deal with different cultures, resources, and senses of priority. In this case, however, the problems were really held to a minimum."

3. "The only significant disadvantage reported to me related to schedules and logistics. This is not unexpected, and some thoughtful approaches helped reduce the dislocations."

4. "The temptation for each individual institution to accept less responsibility for the whole and perhaps, count too heavily on the actions of the Steering Committee and the professional staff."

5. "The other member colleges are able to afford higher institutional contributions than we are."

6. "I cannot think of any unless it is that I get frustrated when I see some college as not willing as we to implement the objectives of the Project."

B. From Steering Committee Members:

1. "This subtle coercion [wanting to keep up with the other members of the consortium]...occasionally assumes a less positive form. We are a remarkably diverse group of institutions, and it is easy for that diversity to get lost in pursuit of a common goal. Presidential authority varies from campus to campus, for example, particularly with respect to the faculty. Some campuses have experienced racial turmoil in terms of bias incidents or protests; others have not. Some colleges have developed political structures designed specifically to address issues of race on campus; others have not.

   These and other differences among consortium institutions are sometimes overlooked or not taken seriously enough."

2. "...unable to control some of the timelines and agenda items as one would like. There are times when one must accommodate the needs of a particular institution for the common good of the consortium, and this sacrifice occasionally generates awkward circumstances, coming to consensus on the different procedures is also very time consuming and sometimes required a major commitment of resources toward some aspects of the Project in which we might not have had a strong interest."

C. From Advisory Council Members:

1. "...the lack of interest in many people to move to a different campus for a workshop. Some people even thought it was imposing."
2. "The time commitment for meetings which involves the extra travel."
3. "Communication is more difficult."
4. "Difficulty in getting staff members to go to other campuses for training, difficulty in getting on-campus 'ownership' of the Project."
5. "Under the consortial approach, workshops could not be designed to address particular discrimination problems at an institution."
6. "Sometimes what works in one environment does not work in another... Without a consortial approach, there is more autonomy to approach matters in a manner which better suits your environment."

TA: CONSORTIAL APPROACH

All TAs (62) were asked to complete a questionnaire, to which 57 responded. The questionnaire included questions on the value of working as a consortium on diversity issues. What follows are TA responses to these questions.

I. When asked whether they would participate in future activities or programs on cultural diversity, 54 or 95% responded, "Yes," 1 (1%) responded, "No," and 2 or (3.5%) did not answer. Those who answered "yes" to this first question were then asked three additional questions.

The first was whether they preferred that these future activities or programs be organized just for their college to which 19 (33%) responded, "Yes," 22 (38.5%) responded, "No," and 16 (28%) did not respond.

The second question was whether they preferred activities or programs organized by the Westchester Colleges Consortium, to which 30 (53%) responded, "Yes," 6 (10%) responded, "No," and 21 did not respond.

The third question was whether they would like activities organized both by their college and by the Consortium, to which 49 (86%) responded, "Yes," 1 (1%) responded, "No," and 7 (12%) did not answer.

The most salient point seems to be that 86% stated a preference for activities and programs organized at both the college and the Consortium level even though 33% responded they would like activities organized just for their college and 53% responded they would prefer them organized by the Consortium.

II. When asked whether they would have preferred to co-facilitate workshops for people just from their college, 10 (17%) responded, "Yes," 41 (75%) responded, "No;" 6 or (10%) did not respond. Anecdotal reports confirmed that many TAs did not want to facilitate workshops with participants with whom they interacted as part of their regular work assignment. In some instances this would have meant facilitating for staff who were above them in the work hierarchy at their colleges. The TAs felt more secure interacting with individuals they did not engage with in any other context. Most Steering Committee members also wanted TAs from their college not to facilitate workshops when staff from their college were participants.

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III. A series of statements addressed various aspects of facilitating diversity workshops for a consortium of colleges.

A. "I liked going to another college to facilitate the workshop."

- 25 or 44% responded they agreed strongly.
- 14 or 24% said they agreed somewhat.
- 4 or 7% reported no preference or opinion.
- 6 or 10% said they disagreed somewhat.

B. "I liked meeting staff from other colleges."

- 45 or 79% agreed strongly with the statement.
- 9 or 15% agreed somewhat.

C. "Being mostly with individuals from other colleges helped increase my comfort level in facilitating and discussing these difficult issues."

- 23 or 40% strongly agreed.
- 14 or 25% said they agreed somewhat with this statement.
- 11 or 19% expressed no preference or opinion.

D. "Having diversity workshops sponsored by a consortium of ten colleges rather than just my college helped increase support for this project at my college."

- 23 or 40% of the TAs agreed strongly.
- 17 or 30% of the TAs reported agreeing somewhat with this statement.
- 11 or 19% stated no preference or opinion.
- There were two responses or 3% for each of the other three possible categories - disagree somewhat, disagree strongly, and no response.

STAFF: CONSORTIAL APPROACH

In a random sample, stratified by college, of 14% (177) of the 1200 staff from consortium colleges who had attended the day-long Diversity Workshop, 165 or 93% completed a questionnaire which, among other topics, addressed the value of working as a consortium on diversity issues. What follows are staff responses to questions relating to our consortial approach.

I. A. Considering the consortial arrangement for engaging in diversity work,

- 106 or 64% of 165 found it useful.
- 14 or 8% found it not useful.

270

B. 115 or 70% said they would participate in other programs sponsored for people from other Westchester colleges.

II. Staff were asked to respond to a series of statements on the value of joining with other colleges for the Diversity Project, indicating their level of agreement from strongly disagree to strongly agree on a five point scale.

A. 93 or 56% strongly agreed with the statement, "I liked meeting staff from other colleges." 52 or 32% agreed with the statement.

B. 89 or 54% liked going to another college for the workshop. Only 22 or 14% did not. The rest had no preference.

C. 86 of 52 % either agreed or strongly agreed with the statement, "Being mostly with individuals from other colleges helped increase my comfort level in discussing these difficult issues." 51 or 31% indicated no preference or opinion. Only 20 or 12% disagreed.

D. Responding to the statement, "Having diversity workshops sponsored by a consortium of 10 colleges rather than just my college helped increase support for this project at my college."

- 36 or 22% strongly agreed,
- 37 or 22% agreed somewhat,
- 63 or 38% had no preference or opinion,
- 16 or 10% disagreed.

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TABLE 1

EVALUATION RESULTS FROM THE STAFF DIVERSITY WORKSHOPS CONDUCTED BY PEER FACILITATORS

PERCENTAGES BASED ON 1,163 RETURNED EVALUATIONS

Work Evaluation			
Excellent	Good	Fair	Poor
55.6% (647)	38% (442)	5.8% (68)	58% (6)

TABLE 2

EVALUATION RESULTS FROM THE SECURITY/PUBLIC SAFETY DIVERSITY CONDUCTED BY OUTSIDE FACILITATORS (3 WORKSHOPS)

PERCENTAGES BASED ON 129 RETURNED EVALUATIONSW

Work Evaluation			
Excellent	Good	Fair	Poor
32.5% (42)	57.4% (74)	9.3% (12)	7% (1)

Appendix V

THE COMPREHENSIVE PROGRAM FUND FOR THE IMPROVEMENT OF POST-SECONDARY EDUCATION

EVALUATION OF THE WESTCHESTER COLLEGES PROJECT ON A RACISM-FREE LEARNING ENVIRONMENT

CONDUCTED NOVEMBER, 1994

SUBMITTED: JANUARY 31, 1995

BY THE

OUTSIDE EVALUATOR

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Overview of Evaluation

This is the final report for the Westchester Colleges Project on Racial Diversity submitted by the outside evaluator, for Year Three of this project. The focus of this evaluation is on the final outcomes of the project and issues of institutionalization of the project as was recommended in Year Two. This evaluation focuses on the overall goals of the project, including:
1) the consortium approach; 2) the impact of the diversity workshops on program participants and their behavior; 3) the outcomes of the overall project in making the environment free of racism incorporating campus climate assessment; and, 4) the effectiveness of the various components of the project in meeting the goals of the project.

Methodology

As in the past, the evaluator reviewed reports, and interviewed individuals associated with the project, including the Advisory Council, Steering Committee, Project Co-Directors and the Project Coordinator. In addition, the evaluator reviewed the data collected from questionnaires administered to Training Associates and diversity workshop participants, as well as a few campus climate reports. The evaluator's four day campus visit in November allowed for interactions in the form of focus groups with the newly formed faculty work group, staff who attended diversity workshops, Training Associates, and representatives of the Campus-based Teams. These focus group interviews, individual and small group interviews, project reports, and evaluator observations were the methods for data collection. This data served as the basis for the development of this evaluation of the three year Westchester Colleges Project on Racial Diversity.

Overview of the Project

This project was designed to address racism in higher education at ten institutions of higher learning in the New York Westchester County community through a consortium approach. Through cooperative training and educational programs specifically designed to impact previously ignored employee categories, this project attempted to reduce racism in an effort to develop racism free learning environments at each participating college.

A Steering Committee with representatives from each institution led the way for the development of this project. Through their previous efforts, Campus-based Teams of employees concerned about diversity had developed shared programs and activities coordinated and supported by this group. In keeping with the spirit of the informal consortium approach, this project was created under the directorship of Sister Dorothy Ann Kelly, President of the College of New Rochelle, and Dr. Ronald Herron, Vice President of Student Affairs at the State University of New York at Purchase (SUNY Purchase).

In reviewing the goals and timetable for Year Three of this project, the Program Coordinator and others have worked towards completing the goals of the project. All institutions have participated in the project, but there was evidence of a more uneven level of participation than had been observed in previous years. There were a total of seventy people who participated in the Training-the-Trainer Workshops and an alternative workshop. Approximately 1460 staff attended a diversity workshop since the inception of this project. It appears that the overall goal for the targeted population has been realized, however it is unclear as to whether each institution fulfilled its goal for the targeted staff population.

It should be noted that financial circumstances at some of these schools made it more than difficult to fulfill their obligations and commitments to this project. For example, at one institution, financial challenges forced a drastic reduction in staff, therefore there were fewer employees available by the third year of the project. With fewer resources and finances, some institutions were forced to limit their involvement, and had fewer staff available to take advantage of the project. We were unable to track all project participants because some are no longer employed at the institutions.

Nonetheless, most institutions continued to participate in the workshops, involved some staff in training, and engaged, to some degree, in Campus-based Team activities, and outcomes assessments (campus climate and staff surveys). The uneven involvement across all schools was particularly evident when discussions turned to campus institutionalization of the various aspects of this project. The colleges found a creative means for the continuation of the funding of a central office which continued to coordinate the daily operations of the project and assist the colleges in meeting the goals of the project. In addition, this office has assisted in the development of a faculty program for diversity. Although the assistant to the project coordinator position was vacant due to an unforeseen tragedy this past year, the coordinator was able maintain project activities with little interruption. A new assistant was hired in a timely fashion. As has been stated in previous reports, the success of this project has been rooted in the commitment of the Project Coordinator, Project Co-Directors, and the volunteers from all of the institutions who have been participants, with the support of the college Presidents. As the pool of untrained volunteer participants decreased, those remaining were often the least interested, less willing and less motivated, which made this year, as predicted, a different experience than previous years. This may have contributed to some shift in project outcomes for participants and the Project as a whole.

Evaluation of Project Components

Administrative Components:

During the four day evaluation visit in November of 1994, the evaluator's visit included: 1) attending a Steering Committee meeting; 2) meeting with Advisory Council members in a focus group session; and, 3) meeting with the Project Co-Directors, and Project Coordinator who had responsibility for project design, implementation, and evaluation. As in previous visits, all of these administrative components seemed to be working effectively in coordinating this project. This consortium approach has been effective based on the level of trust and previously demonstrated successes of the groups' efforts. There continues to be a level of respect and commitment on the part of the Steering Committee and the Presidents of the institutions. There have been some changes in representatives to the Presidents, Steering Committee and the Campus-based Team Leaders. This has contributed to some discontinuity of consistency with some institutions and their role within the administrative units of this project. This, however, did not impede the overall goals of the project.

The Steering Committee

The Steering Committee continued to meet on a regular basis, and maintained a nurturing and supportive environment, sharing student concerns and institutional issues, as well as strategies for achieving the goals of this Project. During this years' outside evaluation session, the majority of the discussion focused on next steps for the continued development of this project. Members of the Steering Committee felt the Project had been successful. They noted some unevenness in institutional participation across project activities.

Through the focus group discussion, Steering Committee members indicated they felt the goals of the project had been realized. They believed that while each workshop offered was not of the same quality due to the skill level and abilities of the facilitators, there was a baseline of effectiveness that occurred. Workshop participants experienced exercises that regardless of delivery or facilitation, encouraged them to consider the changing demographics of our society and the impact of that change on the college community. Everyone had the opportunity to discuss issues of diversity that had not previously been discussed in most work environments. This dialogue alone made it a worthwhile project. Other members of the Steering Committee commented that the staff, some for the first time, realized their role and the importance of that role in the building of community and student retention. Another point that emerged was that of the students feeling empowered to raise issues and questions that they otherwise had not raised concerning ethnic studies programs and other student activities, as a result of the campus climate focus groups. All of these examples served to point to the impact and effectiveness of this project from the Steering Committees perspective.

Certainly there was considerable concern as to how the Steering Committee would continue to support and direct, to some degree, this project in the future. This Committee is well aware of their agenda which goes far beyond this project, and recognize that they must work to resolve the institutional aspect which is yet unclear. What was unanimously supported was the consortium approach to this project and that there was tremendous strength in using this model to continue future endeavors. The consortium, along with the involvement of the Presidents kept this project at the forefront and a priority for all involved. There was no punishment for institutions that did not follow through on their work in this project, however, many of the Steering Committee members felt that most institutions did the best they could given the many financial constraints and personnel downsizing that took place over the past three years.

Advisory Council

Those members of the Advisory Council interviewed felt the project had been successful. The function of the Council was not clear for everyone, especially those who were not involved in other roles with the project. Some members, because of their other roles (e.g., Training Associate, Campus-base Team Leader) with the project, found it easier to understand the project and recognized the ways in which they could assist as an Advisory Council member. For those who did understand their role, they indicated spending time connecting with the Steering Committee, providing them with feedback, identifying problems, and offering suggestions. A concern raised by this group was that students were often not involved, and therefore, did not make a contribution. Their voice was missing from the Council. Many of the Advisory Council members believed that the project would continue beyond the grant, and it was their desire that the colleges' leadership support the consortium approach for future endeavors.

Campus-based Teams

The Campus-based Teams were not well represented during their focus group sessions for this evaluation, however, those present felt they had successfully met the goals of the Project. Most believed the project had helped to begin dialogue about racial issues and students of color that did not occur prior to this activity. It was clear that some institutions were further along in the development of this aspect of the project. All of the campuses made efforts to reward staff who had been involved with the project, and provide some follow-up activities. The extent of these follow-up activities varied from campus to campus. Campus-based Teams had to contend with some obstacles such as frequent changes in the makeup of the Campus-based Team membership, which led to a lack of continuity on some campuses and across the consortium. This disrupted program offerings due to a lack of direction. Limited budgets were also identified as a problem in some cases. While there were obstacles, there was an array of programs offered across institutions. In almost all cases, the members of the Campus-based Teams felt they had an important role in assisting in the institutionalization of this project and on-going consistent efforts as a consortium. Most focus group participants were unclear as to how the institutionalization process would occur from their vantage point. Again, members were encouraged to share mailing addresses and telephone numbers so that they could contact each other and share resources and information. As in the case of Year Two, it was clear to the evaluator that the Teams had not utilized the consortium approach in ways that other aspects of the project had. Major efforts should be taken to ensure this component truly serves the campuses in the consortium approach for there is much to be gained by each individual college and each member of the Campus-based Team.

Program Coordinator

Dr. Barnes has continued her administrative responsibilities and also found time to be a major contributor to the development of the faculty diversity project. Dr. Barnes has successfully integrated the evaluation strategies agreed upon for Year Three. She coordinated the surveying of training associates and staff who participated in diversity workshops over the past three years. She also facilitated the follow-up campus climate assessment for this third year. In addition, Dr. Barnes coordinated the creation of an alternative diversity workshop that went beyond the awareness level, and encouraged training associates to facilitate using this workshop as well. She also coordinated follow-up activities for the training associates as recommended in previous reports. She has been quite responsive to feedback and input from the evaluation process as well as from project participants. Her continued dedication and commitment to this effort has tremendously contributed to its overall success. She has worked effectively with all the components of the project, and has been open to feedback and comments. Dr. Barnes believes the consortium approach to this project is a major benefit to participants. It does, however, require a tremendous amount of coordination and time to orchestrate the multiple goals and aspects of the project.

Overview of Focus Group Results

Staff:

During the two focus group sessions held with staff this year, the emerging themes were consistent with previous years and with survey results. Participants for the most part felt the workshop was worthwhile. If one had good trainers to facilitate the workshop, then the session was good, however, if the trainers were less skilled then the workshop was less worthwhile. There appeared to be unevenness around trainers and the quality of the workshop. This was similar to what was reported in the Steering Committee session. For the most part, focus group participants felt the workshop was useful in that they were made more aware of the changing demographics on college campuses and the issues for people who are different.

People reported feeling that the workshop only scratched the surface. They felt more could be done with personalizing the workshop so that more learning occurred. "When people shared their own experiences, then learning occurred. It was reported that there should be more done to consider issues of disability. Others reported becoming more aware of more than just Black and White issues. Some felt that in sessions where the participants themselves were not diverse, there was less challenging and learning that took place. A concern raised by many in the focus group was that of supervisors being in the same session with subordinates.

Almost all participants felt the consortium approach was useful and beneficial. They reported feeling the workshops were better because there were people from other campuses who had different experiences. A sub-text to the consortium approach was the informal networking that took place in the workshops.

Training Associates

The focus group with Training Associates revealed that this past year was more difficult for them. This had been predicted because more workshop participants would be resistant than in true in previous years. Training Associates indicated there were fewer eager participants, and this sometimes left them feeling a bit unnerved. Most reported that in almost all cases the extremely resistant either left at the mid-day point from the workshop, or acted in a passive-aggressive manner throughout the day. Some participants who were somewhat resistant changed their behavior by the end of the day, and actually began to participate and work within the group. This year, however, was more challenging and had more highs and lows for the Training Associates. Towards the end of the year, Training Associates reported that the workshop participants were much more homogeneous and more difficult to facilitate.

Training Associates felt they benefitted greatly from these experiences. Many reported feeling their facilitation skills, communication skills and self-confidence were greatly enhanced as a result of participating in this project.

Most of the Training Associates felt they could benefit from additional training, and more interaction and follow-up with each other. They discussed the amount of time needed to successfully fulfill the requirements of this role. Some reported not getting enough release time to prepare and so it was done on their personal time. Others reported taking time from their work, but it was not always appreciated and supported by their fellow workers. This could raise more serious concerns in the future, particularly with the impact of staff down-sizing. Many Training Associates had partners they worked with on a regular basis to facilitate workshops as opposed to a random partner. This helped to reduce anxiety and preparation time. Having an on-going partner allowed facilitators to develop a rhythm and work through the program accentuating their strengths as a team and supporting each other through areas of weaknesses.

The Training Associates planned to continue with this project, and seemed to be looking forward to developing further their skills and the goals of this project. There was tremendous energy and enthusiasm.

Faculty Work Group

The faculty work group participated in a focus group session and invited the outside evaluator to sit in on their evaluation session where they discussed future program plans. The faculty felt this pilot project was successful. They created a program they believed was useful and could assist their peers in thinking about issues of diversity as it relates to students, teaching, and the classroom. The original planning group felt a shift/change when the expanded group of faculty was added, which they described as "different" and effecting the original group's cohesion. This was not necessarily a negative, but it seemed that the original group members did not anticipate this change. There was indeed a strong sense of ownership and connectedness among the working group. They had invested in the process, each other, and a shared commitment which, I believe, supported the success of this pilot project. The work group had spent many hours together in a relatively short time period before other faculty members were added. It was somewhat difficult for them to expand and incorporate other members. This was an issue for serious consideration for future programs. The faculty felt the consortium approach was necessary and quite beneficial to the project. It allowed for an exchange of ideas and both breathe and depth as they tackled these critical and important issues. Faculty teaching from different disciplines, institutions, and cultural backgrounds created a working laboratory within the work group itself. At the time of this evaluation, the faculty work group was proposing the continuation of this project. They found a way to work on these issues in a non-threatening environment, and claimed ownership of the project and process designed.

Campus Climate Assessment

During the first year of this project, campus climate assessments were conducted. To ascertain change in campus climate, follow-up assessments were designed for each campus which included focus groups and a questionnaire derived from the focus group sessions. The results of this activity were not known to the evaluator at this time; however, preliminary reports indicated successful assessments were obtained and completed reports on most institutions were forthcoming.

Overview of Survey Data

In the spring of 1994 workshop participants and training associates were surveyed to determine what impact the workshops and experiences had on them, and their perceptions of any change that may have occurred as a result of this project.

Training Associates

Fifty-seven (81%) of the seventy Training Associates completed a survey asking about their experiences, perceptions, and evaluation of the project. At the time of the survey, most of the respondents had facilitated at least one workshop. Most of the respondents felt the components of the project specifically designed to prepare and support them in their role as a Training Associate were effective and helpful. Over 90% believed the Training-the Trainer Workshop was useful and helpful. Many felt the follow-up Campus-based Teams provided helpful activities, and that the follow-up advanced training workshops were helpful. Most felt this project helped them to become more aware of cultural/racial differences, and made them more sensitive to cultural/racial differences. Many felt they gained facilitation skills that were useful and effective. About 70% found they were able to make meaningful connections between cultural diversity and their work at the college, yet forty-three of the respondents indicated they had changed their approach at work as a result of this project. Most felt they observed positive changes in others during the workshops. In summary, the majority of respondents felt the experience of Training Associate had a positive effect on them, and changed their behaviors moreso than values or beliefs. Almost all of the Training Associates spent time outside of workshops discussing issues raised in workshops with others. This included family members and co-workers for the most part, but also, neighbors and friends. Seventy-seven percent indicated they would participate in future activities and programs on cultural diversity. Respondents preferred that future activities be both campus based and consortium based. Over 80% of the respondents felt they would recommend this Training Associates experience to others. Overall this was viewed as a worthwhile and effective experience helping to bring a stronger awareness of cultural/racial diversity to the Westchester Colleges.

Staff

A random sampling of workshop participants were surveyed. The sampling was developed by institution, therefore the results should be a representation of each institution as well as the consortium as a whole. The overall random sampling is 20% of all those who participated in workshops for a total of 165 valid responses.

Eighty-two percent of the respondents were white and 49% described their work area as professional. When respondents were asked to report on their perceptions of the effectiveness of the workshop, 76% felt it was beneficial. Thirty-eight percent felt the workshop helped them to become more sensitive to cultural/racial differences and raised their awareness of cultural/racial differences. Generally, people felt the workshops were designed effectively but about 30% felt there could have been more discussion, 24% would have liked different exercises, and 22% felt the sessions could have been shorter.

Fifty-nine percent of the participants reported that the workshop had an effect on them. Of those who reported an impact, 85% believed it was positive. More staff reported a change in attitude than was seen with the Training Associates and reported in focus groups discussions. Forty-eight individuals reported a change in attitude while 37 reported a change in behavior. Thirty seven indicated that change was job specific. Fifty-eight participants indicated they changed the way in which they did their work as a result of the workshop experience. Like the Training Associates, most reported change was related to increased awareness and sensitivity in the job setting.

Most participants believed the consortium approach to this project was beneficial and would want future opportunities to participate in programs sponsored by the consortium. Overall survey findings indicate that this project was effective at heightening the awareness level of participants and stimulating thinking about diversity/cultural awareness/sensitivity, and some behavioral changes relative to work and diverse populations.

Future Directions

This Project continues to be an effective tool for sensitivity training and awareness raising of staff and personnel often ignored for diversity training and education programs sponsored by colleges and universities across the country.

At this point, it is critical to bring all of the evaluation tools and information together to create the big picture incorporating campus climate and participant responses to survey questions. In the meantime, follow-up activities that are institutionally based, coherent, and developmental, coordinated by the Campus-based Teams is critical so as not to lose momentum.

It may be that staff need some assistance in understanding how their work can be influenced by what they learned from the diversity workshops. This is a natural next step to a project of this nature. Each participant had a personal action plan they wrote at the end of each workshop session. It would be useful to follow-up on those action plans, perhaps through the Campus-based Teams to measure impact/change.

The consortium approach was viewed by all aspects of this project as positive and should be considered when developing future programs. Critical to all of this is the need for follow-up activities and reinforcement of the critical need for awareness and sensitivity to diversity-cultural/racial as well as other forms to reduce bias and create and maintain supportive learning communities.

Recommendations

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There were many recommendation put forth last year that are critical and valid for this year. These include:

1. Institutional action plans should be developed to serve as a guide for institutionalization of this project. These plans should include goals, objectives, programs, budget, evaluation, and a timeline for implementation as well as who will be held responsible/accountable for each objective and goal.
2. The Steering Committee should take a role in developing an overall action plan to ensure institutionalization of this project.
3. The College Presidents should continue to consider resources needed for institutionalizing this project and identify resources available to support this effort.
4. Campus-based Teams are integral to the institutionalization process; they need guidance to develop appropriate goals, objectives, programs, and time tables for their work. Chairs of Campus-Based Teams should meet periodically to gain the benefits of consortium membership.
5. Training Associates and others involved with this project will need on-going training.
6. During Years Two and Three some institutions were not able to send the appropriate number of staff to Diversity Workshops. This could lead to an unevenness in staff sensitivity from one institution to the other. Institutions should be expected to participate at a certain level regardless of barriers or

obstacles.

Additional recommendations specific to this years data would include the following:

1. Each year a convener should be identified to coordinate the Campus-based Teams and organize some mechanism for communication throughout the year.
2. Consideration should be given to the issue of unevenness with workshops due to facilitator skills. Criteria should be established to screen future Training Associates.
3. The inclusion of the student voice is critical to this process and the notion of inclusivity; therefore it is important to have student voice on the Advisory Boards and in other aspects of this project.
4. Clear goals should be established for the continuation of this project, including which aspects will be maintained and at what level and to what degree.
5. On-going data collection for evaluation purposes should be incorporated into this process.

APPENDIX W
INFORMATION FOR FIPSE

Assistance from FIPSE

FIPSE staff have been extremely helpful to us in the implementation of our staff development Project entitled 'Creating Racism-Free Learning Environments'. The questions they asked during the proposal submission process were thoughtful and helpful in assisting us to think through possible problems and implications of our work. During the period of the grant, the annual reporting process was very appropriate in requiring us periodically (but not too often), to step back and reflect on what we were doing, how it compared with what we said we'd do in the proposal, what we had changed and why, what unanticipated difficulties had occurred and what successes we had achieved. The format for the annual reports was flexible enough so we could write directly to the experience of our Project.

FIPSE staff have been encouraging and 'on target' in their comments and questions about the project during the 39 month grant period. The site visit early in Year Three by Ms. Cari Forman enabled us to consider in depth the strengths and difficulties of our work. Groups from all the Consortium colleges who had participated in the Project were brought together for focused discussions to reflect on their experience with the Project -- staff who had attended a Diversity Workshop, TAs who had facilitated Workshops, Campus-based Team representatives, the Steering Commitee, and Advisory Council members.

The annual FIPSE-sponsored conferences in Washington D.C. have been stimulating, thoughtful, and helpful to the work of this Project. Featured speakers were substantive even if they were, at times, provocative. Conversations with other Project Directors were extremely valuable. The Project Coordinator appreciated the opportunity to report on this Project at the fall 1993 conference.

Issues in Reviewing Proposals from College Consortia

There are considerable strengths in working as a consortium of colleges, rather than as a single institution. Staff and faculty participants in programs of the Westchester Colleges Consortium on Racial Diversity found it helpful to participate in consortium-sponsored rather than college-sponsored activities focusing on racial diversity issues. They reported it was easier to speak freely, to admit to discomfort, to ask questions, and to take risks when colleagues and staff whom they interact with on a daily basis were not present. Steering Commitee members found the consortium affiliation strengthened their position to get support and cooperation for our Project within their institution.

It helped increased motivation and commitment at many levels, including the Presidential.

However, working as a Consortium can be cumbersome administratively. Time lines, in particular, need to be flexible to take into account institutional needs. Also, procedures and programs need sufficient flexibility to be able to adapt to a range of institutional cultures. (See Appendix U for more information on the value of a consortial approach).

Observations about climate assessment

Within the context of our resources, we are proud of our pre- and post assessment activities involving campus climate. Yet, at the same time and knowing far more at the end of the project than we did at the beginning about the theoretical and methodological challenges in climate research, we acknowledge that these activities are incomplete, and, in some instances, faulty.

In retrospect, the length of time we allocated in our three-year time line for such assessments and the dollars funded to support such activities necessarily made those activities secondary. Entering the project -- and with a deep commitment to the action-oriented effort to train staff on a consortial basis -- we badly underestimated the complexity and costs of rigorous climate assessment.

If future projects of this type are undertaken with FIPSE funding, it might be helpful for FIPSE staff and/or project directors experienced in this area to provide consultation to new project directors on what has been learned in this area.

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PURCHASE COLLEGE STATE UNIVERSITY OF NEW YORK

February 28, 1995

Ms. Dora Marcus
Evaluation Specialist
FIPSE Final Reports
U.S. Department of Education
7th and D Streets, S.W., Room 3100
Washington, DC 20202-5175

Dear Dora,

Enclosed is the final report on our FIPSE - funded project entitled "The Westchester Colleges Project on Creating Racism-Free Learning Environments." This staff development project received a three month extension, through November 30, 1994, mainly to complete the Faculty Pilot Project initiated in the third year of our grant.

It has been a tremendous experience -- ten different colleges collaborating on the issue of racism which continues to be such a complex and difficult challenge for us all. This report chronicles the Consortium's record of real accomplishment; yet we know there is much more to learn -- from understanding the impact of racism on institutions of higher learning to developing evaluative measures which can tell us better about the effects of our work.

The Consortium deeply appreciates all of the financial and moral support provided by FIPSE throughout the Project. Knowing of your commitment to have your projects informed by what is being learned along the way, gave the Consortium the confidence to take risks in our work, to rethink, to learn.

We have embarked on a long and arduous journey and have already travelled some distance. We have a view of the path ahead, based substantially on the lessons learned in our work with staff and with the Faculty Pilot Project; we are seeking external funding for a major initiative with faculty and students. This hopeful plan for the future energizes us and helps us mobilize support and commitment for programs and activities at a time when New York higher education institutions face harsh economic realities. Budget cuts in higher education can be devastating to programs and morale. Our consortially - organized projects have helped us keep the spirit and focus on what we can do by working together, even in difficult times.

We look forward to FIPSE's reaction and comments on to this report and are ready to answer any questions or to provide additional information. Our work has always

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benefitted from your thoughtful questions and comments. On behalf of the Westchester Colleges Project on Racial Diversity, thank you again for your belief in this innovation, for funding this project and for giving our member institutions the opportunity for such a significant and institutionally-transforming experience.

Yours sincerely,

RH

Ronald D. Herron
Vice President for Student Affairs and
Project Co-Director

BB

Barbara Barnes
Project Coordinator

cc: D.A. Kelly